



Louisiana Believes

**LOUISIANA DEPARTMENT OF EDUCATION
STRATEGIC PLAN**

FY 2020-2021 THROUGH FY 2024-2025

**JOHN WHITE
STATE SUPERINTENDENT OF
EDUCATION**

July 2019

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LOUISIANA DEPARTMENT OF EDUCATION

STRATEGIC PLAN OVERVIEW

Louisiana Department of Education Vision:

Louisiana Believes starts with the premise that all students can achieve high expectations regardless of their background, family income, or ZIP code.

Louisiana Department of Education Mission:

Louisiana Believes is the state's comprehensive plan to ensure every Louisiana student is on track to a college degree or a professional career.

Louisiana Department of Education Critical Goals:

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

The associated building blocks are:

Belief in Children - Louisiana students are just as smart and capable as any in America. Our basic expectations for them should be on a level playing field with expectations of their peers around the country and the world.

Belief in Educators - Louisiana educators are accountable for student achievement. At the same time, they must be empowered to make decisions on behalf of the children they serve and provided with professional development and growth opportunities.

Belief in Families - Louisiana families, especially those whose children attend struggling schools, should be able to choose the school that is right for them. Parents and students should also be able to choose rigorous courses that prepare students for a college degree or high-wage job.

To ensure all students, at every grade level, are on track to attain a college degree or succeed in a professional career, there are six appropriations that flow funds into and through the Department of Education in support of our goals and initiatives:

1. Appropriation 678 - State Activities (\$157 million).
Provides a State Department of Education that has visionary leadership that identifies educational and related needs of people, and then delivers quality services to meet those needs.

2. Appropriation 681 - Subgrantee Assistance (\$1.244 billion).
Provides flow-through funds to districts for school and community support programs that enhance learning environments and improve the quality of teaching.
3. Appropriation 682 - Recovery School District (\$221.9 million).
Provides appropriate educational and related services to students who are enrolled in an elementary or secondary school transferred to the RSD.
4. Appropriation 695 - Minimum Foundation Program (\$3.710 billion).
Provides for the determination of the minimum cost of education in Louisiana and the equitable distribution of state funds to public city and parish school districts and schools.
5. Appropriation 697 - Non-Public Assistance (\$17.5 million).
Provides flow-through funds to nonpublic schools to enhance student learning and performance.
6. Appropriation 699 - Special School Districts (\$10.1 million).
Provides special education and related services to children with exceptionalities who are enrolled in State-operated programs and to provide appropriate educational services to eligible children enrolled in State-operated mental health facilities (R.S. 17:1951).

The Louisiana Department of Education focuses on the following activity areas:

1. **Standards** -- Communicate standards set by the SBESE for what students should learn and be able to do and for what teachers, principals, schools, and school systems should know and be able to provide.
2. **Assessments** -- Measure the progress of students, teachers, schools, and school systems.
3. **Accountability** -- Maintain a system of accountability based on student achievement results that measure how students, teachers, schools, and school systems are performing against the established standards.
4. **Assistance to Schools/Systems** -- Assist schools and school systems in securing the best possible results for their efforts.
5. **Resource Management** -- Align and focus financial, human, and information resources on teaching and learning at both the state and local level.

The FY 2020-2021 through 2024-2025 Strategic Plan aligns with the organizational structure of the Department, the Appropriation/Budget structure, and the Department's Operational Plan. The Department is in full compliance with all State and federal laws pertaining to the retention of data utilized in performance reporting either in the Operational Plan and/or the Strategic Plan. The Department also has policies and procedures in place for the collection, review, and reporting of this information, which is audited annually by the Legislative Auditor.

STATE ACTIVITIES PROGRAM

DEPARTMENT OF EDUCATION

STATE ACTIVITIES APPROPRIATION 19 - 678

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

State Activities Vision 19-678: Improve the achievement of all students by improving teaching and learning in Louisiana schools.

State Activities Mission 19-678: Provide leadership, support, fund-flow control and compliance confirmation.

State Activities Philosophy 19-678: By delivering quality services addressing educational needs, all students can learn to their full potential.

State Activities Goal 19-678: Provide information, leadership, support and the oversight necessary to achieve a quality educational system.

STATE ACTIVITIES PROGRAM: ADMINISTRATIVE SUPPORT

ACTIVITY: SUPERINTENDENT'S OFFICE
PUBLIC AFFAIRS
POLICY
LEGAL
INTERNAL AUDIT
HUMAN RESOURCES¹
ANALYTICS

ACTIVITY: MANAGEMENT & FINANCE

MISSION:

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

GOAL: 678A

The goal of the Administrative Support Program is to provide Louisiana educators and its citizens with the leadership, information, support, and oversight necessary to ensure that "every one of Louisiana's children will be on track to a college degree or a professional career".

OBJECTIVE: 678A1 – SUPERINTENDENT'S OFFICE ACTIVITY

The Superintendent's Office Activity directs elementary and secondary educational policy, provides leadership for the over \$5 billion education budget, and coordinates legislative affairs and public information activities such that, through 2025 the Department will maintain at least a 90% customer satisfaction level rating of the Department's informational services.

STRATEGY 678A1 *The Superintendent's Office Activity (Public Affairs), will provide information and assistance to the public seeking information and services on the DOE website and use the Communications Office to provide information and assistance to members of the public seeking information or services, such that 90 % of surveyed users rate the services as good or excellent.*

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

Percentage of Communications Office users rating informational services as good or excellent on a customer satisfaction survey

Number of press releases issued including announcements highlighting the State's key educational measures of State, district, school and student performance

OBJECTIVE: 678A2 – MANAGEMENT & FINANCE ACTIVITY

The Education Finance Division of the Office of Management and Finance provides statistical and analytical information, produces publications, provides budget oversight to all administrative programs, state-level programs and flow-through programs, conducts federal and state program audits, such that by 2025 the cumulative amount of annual dollar savings to the State, by ensuring that reported student counts are accurate.

STRATEGY 678A2 *Through the Management & Finance Activity, Education Finance , to conduct audits of state programs to ensure that reported student counts are accurate and adjust funding as appropriate, resulting in dollar savings to the state.*

State dollars saved as a result of audits

Cumulative amount of MFP funds saved through audit function

OBJECTIVE: 678A3 – MANAGEMENT & FINANCE ACTIVITY

The Appropriation Control Division of the Office of Management and Finance ensures the integrity of financial services provided to the Department's customers through the appropriate and timely release of funds, the accuracy of financial statements, and the management of all cash/accounts for all Department funds. Additionally, the Division provides contract administration and asset management (movable property and building operational support) to administrative and state level programs. Through 2025 the Appropriation Control Division will maintain less than five instances of interest assessment by the Federal government for Department Cash Management Improvement Act violations.

STRATEGY 678A3 *Through the Management & 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.*

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

Number of total transactions processed

Number of cash management/revenue transactions processed

STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

ACTIVITY: ACADEMIC POLICY

ACTIVITY: PORTFOLIO

ACTIVITY: FOOD AND NUTRITION SERVICES

ACTIVITY: CHILD CARE LICENSING

ACTIVITY: GRANTS

ACTIVITY: STATEWIDE MONITORING

ACTIVITY: TALENT

ACTIVITY: STUDENT OPPORTUNITIES

ACTIVITY: DISTRICT SUPPORT NETWORKS

MISSION:

The mission of the District Support Program is to support the vision, mission and goals of the Department by providing an infrastructure that promotes efficiency and effectiveness specifically with district support networks, student assessment and accountability, student programs, student choice, teacher evaluation and curriculum development.

GOAL: 678 B

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

OBJECTIVE: 678B1- ACADEMIC POLICY

The Academic Policy Activity will assist in the 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, such that through 2025 student level assessment data will be provided for at least 95% of all eligible students.

STRATEGY 678B1 *The Academic Policy Activity will provide student level assessment data for at least 95% of eligible students in membership on February 1 and the test date.*

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

Percentage of eligible students tested by LEAP 2025 in grades 3, 5, 6, and 7

Percentage of eligible students tested by high school assessments

OBJECTIVE: 678B2 – ACADEMIC POLICY

The Academic Policy Activity, will have all schools to continue to show improvement as defined by the School Accountability System such that through 2025, 75% of all schools will be meeting adequate yearly progress.

STRATEGY 678B2 *The Academic Policy Activity, through Mandatory Educational Service, 75% of all schools will meet adequate yearly progress.*

Percent of all schools that meet adequate yearly progress as defined by the School Accountability System

OBJECTIVE: 678B3 – PORTFOLIO

The Portfolio Activity, through Parental Options, facilitates the creation and operation of high quality charter schools as evidenced by the creation of 17 new charter schools annually through 2025.

STRATEGY 678B3 *The Portfolio Activity will facilitate the creation of 11 new, high-quality charter schools on an annual basis.*

Number of new charter schools opened (all types)

Number of operational charter schools (all types)

Percentage of charter school students in Type 2 charter schools in operation for 3 years outperforming traditional public schools in both reading and math as measured by state assessments in grades 3 through 10

Percentage of SBESE authorized charter schools eligible for renewal that meets renewal standards

OBJECTIVE: 678B4 – PORTFOLIO

The Portfolio Activity, through Parental Options, facilitates student and family choice for those in underperforming schools by offering quality of options for Louisiana’s students through the non-public scholarship program by having 8,000 scholarship seats offered.

STRATEGY 678B4 *The Portfolio Activity will facilitate student and family choice for those in underperforming schools by offering quality of options for Louisiana’s students through the non-public scholarship program by having 8,000 number of scholarship seats offered annually through 2025.*

Number of scholarship seats offered

Percentage of scholarship students retained from Quarter 1 enrollment to Quarter 4 enrollment

OBJECTIVE: 678B5 – FOOD AND NUTRITION SERVICES

The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care provides administrative oversight, assistance, training, and leadership to participants in the Federal Child Nutrition Programs administered by the Louisiana Department of Education, such that through 2025, the Nutrition Assistance Division 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 678B5.1 *The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.*

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

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

Number of nutrition assistance training sessions and workshops

Number of nutrition assistance technical assistance visits

STRATEGY 678B5.2 *The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to correctly approve annual applications/agreements with program sponsors, with an error rate of less than 8%, as determined through Fiscal Year Management Evaluations performed by the United States Department of Agriculture staff.*

USDA determined application/agreement error rate percentage for Louisiana School Food and Nutrition activity

USDA determined application/agreement error rate percentage for Louisiana Day Care Food and Nutrition activity

OBJECTIVE: 678B6 – CHILD CARE LICENSING

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

STRATEGY 678B6 *The Child Care Licensing Activity, through Early Childhood Services protects the safety and well-being of children who are in licensed child care as exhibited by 100% of all LDE licensed Child Day Care facilities whose licenses were renewed during the reporting period having a completed annual inspection. The Division of Licensing conducts verification of unlicensed operations (VORs).*

Percentage of complaints completed within 30 days of receipt by the LDE of the complaint

Percentage of annual inspections of all LDE Licensed Child Day Care Facilities renewed that were completed before the renewal date

Number of on-site visits conducted by the LDE

OBJECTIVE: 678B7 – GRANTS

The Grants Activity, through the 21st Century Learning Center Program provides leadership, coordination and oversight for the learning centers statewide, such that through 2025 there will be a 5% 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 678B7 *The Grants Activity, through the 21st Century Learning Center Program, to 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.*

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: 678B8 – STATEWIDE MONITORING

The Statewide Monitoring Activity, through Special Populations, 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 2025 Special Populations activity will maintain the current 100% of completed evaluations within mandated timelines.

STRATEGY 6786B8.1 *The Statewide monitoring Activity, through Special Populations, will ensure that 100% of evaluations conducted by local school systems are completed within the mandated timeline.*

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

STRATEGY 678B8.2 *The Statewide Monitoring Activity, through Special Populations, 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.*

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: 678B9 - TALENT

The Talent Activity, through the Teacher Certification Division, will provide leadership in resource coordination to produce qualified and competent educators. The Teacher Certification Division provides assistance to teachers, LEAs, and universities; awards initial and advanced certifications; recommends teacher and administrator preparation programs; serves as a liaison between Department and Higher Ed institutions; and provides support for teachers pursuing national board certification. Through 2025, the Teacher Certification Division will maintain the certification process rate of 96% within the 45-day guideline.

STRATEGY 678B9 *The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.*

Percentage of certification requests completed within the 45-day guideline

Percentage of teacher certification applicants that report the experience as “Satisfactory” on the teacher certification survey

Average number of days taken to issue standard teaching certificates

OBJECTIVE: 678B10 –TALENT

The Talent Activity, through Teacher Evaluation, will have 100% of the Local Education Agencies (LEAs) statewide statewide having access to a real time teacher and leader evaluations data platform.

STRATEGY 678B10 *The Talent Activity, through Teacher Evaluation, will have annually 100% of the Local Education Agencies (LEAs) statewide having access to a real time teacher and leader evaluations data platform.*

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

Percentage of LEAs that complete the Compass final evaluation process for teachers

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

OBJECTIVE: 678B11 – STUDENT OPPORTUNITIES

The Student Opportunities Activity, through the Career and Technical Education Initiative, prepares students for post-secondary activities, through 2025 so that 7% of students will annually be awarded a national or state industrial based certificate (IBC).

STRATEGY 678B11 *The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 7% of students will be awarded a national or state IBC.*

Number of students awarded a national or state IBC

Percentage of students awarded a national or state IBC

Number of IBC training opportunities

Number of students awarded two or more national/State IBCs

Number of students completing financial aid planning

OBJECTIVE: 678B12– DISTRICT SUPPORT NETWORKS

The District Support Networks Activity prepares all students for college and careers as evidenced that through 2025 the Louisiana 4-Year Cohort Graduation Rate will increase by 2% annually, thereby reducing the high school dropout rate.

STRATEGY 678B12.1 *The District Support Networks Activity will provide the direct and appropriate programs and training to have the LA 4-Year Cohort Graduation Rate increased by 2% annually which will decrease the annual high school dropout rate by 2% annually.*

Percent increase of the Louisiana 4-Year Cohort Graduation Rate

High school 4-year cohort graduation rate

High school dropout rate

Decrease in the annual high school dropout rate

STRATEGY 678B12.2 *The District Support Networks Activity will see that all high students are prepared to be college and career ready by increasing the percent of graduation class with an ACT score of 18 or higher in English and 19 or higher in Math by 1% annually.*

Increase the percent of graduating classes with ACT score of 18 or higher in English and 19 or higher in math

Percent of graduating classes with ACT score of 18 or higher in English and 19 or higher in math

OBJECTIVE: 678B13 –DISTRICT SUPPORT NETWORKS

The District Support Networks Activity provides support to local school districts in reading, mathematics and early intervention for all grades PreK-12 such that through 2025, 3rd and 8th grade students will perform at basic or above in English Language Arts (ELA) and mathematics on the Statewide Assessment.

STRATEGY 678B13.1 *The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 65% or more of 3rd grade students are performing at basic or above in English Language Arts (ELA) on the Statewide Assessment*

Percent of participating students reading on or above grade level in 3rd grade

STRATEGY 678B13.2 *The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 70% or more of 8rd grade students are performing at basic or above in ELA on the Statewide Assessment.*

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

STRATEGY 678B13.3 *The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 70% or more of 8rd grade students are performing at basic or above in mathematics on the Statewide Assessment.*

Percent of all 8th grade students in the State performing at basic or above in mathematics on the LEAP 2025 Assessment

OBJECTIVE: 678B14 – DISTRICT SUPPORT NETWORKS

The District Support Networks Activity will provide assistance in developing and coordinating professional development activities; assisting in statewide accountability initiatives; and coordinating efforts to recognize outstanding teachers and principals, such that through 2025 those schools will achieve a school wide value added score of 2 or above annually on the school value score.

STRATEGY 678B14 *The District Support Networks Activity will provide professional development opportunities to individual schools implementing sanctions and remedies, such that 85% of those schools will achieve a school wide value added score of 2 or above annually on the school value score.*

Percentage of schools implementing the Teacher Advancement Program achieving a school wide value added gain score of 2 or above on the school value score

Percentage of classroom teachers participating in the Teacher Advancement Program scoring 2.5 or above on TAP Knowledge, Skills, and Responsibility rubric

OBJECTIVE: 678B15 – DISTRICT SUPPORT NETWORKS

The District Support Networks Activity will provide leadership and support in the implementation of an accountability system that will drive fundamental changes in classroom teaching by helping schools and communities focus on improved student achievement, such that through 2025, in concert with ESSA (Every Student Succeeds Act), 15% of low-performing schools will annually be removed from the list of Academically Unacceptable Schools (AUS).

STRATEGY 678B15 *The District Support Networks Activity will assign Network Coaches to low- performing schools such that 15% of low-performing schools will annually be removed from the AUS list .*

Number of low-performing and AUS schools that received Network support

Percentage of low-performing and AUS schools that received Network support that increased their annual SPS score by 5%

Percentage of low-performing schools that annually improve to be removed from the list of AUS schools

STATE ACTIVITIES PROGRAM: 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.

GOAL: 678C

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

OBJECTIVE: 678C - Talent

The Talent Activity, through the Teacher Certification Division, will provide leadership in resource coordination to produce qualified and competent educators. The Teacher Certification Division provides assistance to teachers, LEAs, and universities; awards initial and advanced certifications; recommends teacher and administrator preparation programs; serves as a liaison between Department and Higher Ed institutions; and provides support for teachers pursuing national board certification. Through 2025 the Teacher Certification Division will maintain the certification process rate of 96% within the 45-day guideline.

STRATEGY 678C *The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.*

Percentage of certification requests completed within the 45-day guideline

Percentage of teacher certification applicants that report the experience as "Satisfactory" on the teacher certification survey

Average number of days taken to issue standard teaching certificates

Note: This objective and strategies are also included in the programs where the activity or other sources of funding are exhibited in this Strategic Plan (specifically 678B7).

SUBGRANTEE ASSISTANCE

DEPARTMENT OF EDUCATION

FLOW THROUGH TO DISTRICTS: APPROPRIATION 19 - 681

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

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

The Subgrantee appropriation is composed of the following three programs: School and District Supports Program, School and District Innovations Program, and Student-Centered Goals Program.

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

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

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

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

SUBGRANTEE ASSISTANCE: SCHOOL AND DISTRICT SUPPORTS

ACTIVITY: FEDERAL PROGRAMS

ACTIVITY: STATE PROGRAMS

MISSION:

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

GOAL: 681A

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

OBJECTIVE: 681A1 Every Student Succeeds Act (ESSA)

The Federal Programs Activity, through ESSA Grants and the Helping Disadvantaged Children Meet High Standards Title I funding, flows funds to locals to improve learning in high poverty schools, such that through 2025, the students in the Title I schools are at or above the proficient level on the LEAP 2025 tests as indicated by a 68.4% level in English/Language Arts and a 65.2% level in mathematics.

STRATEGY 681A1 *The Federal Programs Activity, through the ESSA the Helping Disadvantaged Children Meet High Standards Title I funding, to increase the percentage of students in Title I schools who are at or above the proficient level in English/language arts and/or mathematics on the LEAP 2025 test, such that annually 68.4% of the students in the Title I schools are at or above the proficient level in English/language arts and at 65.2% in mathematics*

**Percentage of students in Title I schools who are at or above the proficient level in English/language arts on the LEAP 2025 test*

**Percentage of students in Title I schools who are at or above the proficient level in mathematics on the LEAP 2025 test*

**The below indicator replaces the two previous indicators beginning FY 19-20*

**Percentage of Title I Students who are in schools that are not identified for Comprehensive Intervention or Urgent Intervention*

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

OBJECTIVE: 681A2 - SPECIAL POPULATIONS

The Federal Programs and State Program Activities, through Special Populations, will flow funds to locals to provide services to children with exceptionalities, such that through 2025, 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

STRATEGY 681A2.1 The Federal Programs and State Programs Activities, *through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.*

Percentage of districts 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

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.

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

Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day

Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day

Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements

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

STRATEGY 681A2.2 The Federal Programs and State Programs Activities, through Special Populations will insure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time as indicated by 70.0% are shown to be proficient in ELA.

Percent of students with disabilities determined to be proficient in ELA

Percent of students with disabilities determined to be proficient in math

Percentage of students with disabilities who graduate on time

OBJECTIVE: 681A3 - PROFESSIONAL IMPROVEMENT PROGRAM (PIP)

The State Programs Activity will ensure that program participants are paid in a correct and timely manner, such that through 2025 the Department will continue to monitor local school systems to assure that 100% of PIP funds are paid correctly and that participants are funded according to guidelines.

STRATEGY 681A3 *The State Programs Activity will monitor local school systems to assure that 100% of PIP funds are paid correctly and participants are funded annually according to guidelines.*

Total PIP annual program costs (salary and retirement)

PIP average salary increment

Number of remaining PIP participants

OBJECTIVE: 681A4 - SCHOOL AND DISTRICT SUPPORTS

The School and District Supports Program, through the Federal Program Activity, K-12 students participating in the 21st Century Community Learning Center (CCLC) Program by 2025 will have a safe and academically enriched environment in the out-of-school hours as shown by 40% of those students increasing in academic performance annually.

STRATEGY 681A4 *The Federal Program Activity will ensure that K-12 students participating in the CCLC program will have a 40% annual increase in academic performance.*

Number of students participating

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

OBJECTIVE: 681A5 - SCHOOL FOOD & NUTRITION/FEDERAL

The Federal Programs Activity, School Food and Nutrition and the Child and Adult Care Food and Nutrition, will use Subgrantee flow-through funds to locals by 2025 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 681A5 *The Federal Program Activity, through School Food and Nutrition and the Child and Adult Care Food and Nutrition units, 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.*

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

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

SUBGRANTEE ASSISTANCE: SCHOOL AND DISTRICT INNOVATIONS

ACTIVITY: TALENT AND WORKFORCE DEVELOPMENT

MISSION:

The mission of the School and District Innovations Program is to provide the financial resources necessary to develop and assist LEAs in implementing tools and practices that effectively guide them in managing human capital, alignment of programs, policies and funding, and school turnaround strategies.

GOAL: 681B

The goal of the School and District Innovations Program is to flow funds to local school districts and schools to improve the knowledge and skills of school personnel and develop highly qualified teachers.

OBJECTIVE: 681B1 - PROFESSIONAL DEVELOPMENT/LEADERSHIP/ INNOVATIVE

The Talent and Workforce Development Activity will flow funds to locals to ensure that through 2025 all students in “high poverty” schools, (as the term is defined in section 1111 (h)(1)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.

STRATEGY 681B1 *The Talent and Workforce Development Activity 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.*

Percentage of core academic classes being taught by certified teachers (as the term is defined in Section 9101 (23) of the ESEA), in “high poverty” schools (as the term is defined in Section 1111(h)(1) C (viii) of the ESEA

ACTIVITY: EARLY CHILDHOOD

MISSION:

The mission of the Student-Centered Goals Program is to provide the necessary financial resources in the LEAs and schools to support the Early Childhood Activities.

GOAL: 681C

The goal of the Student-Centered Goals Program is 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: 681C1 – EARLY CHILDHOOD

The Early Childhood Activity will ensure that funds will flow to locals to provide programs for at-risk four-year-old children, such that through 2025 the local LEAs will continue to provide quality early childhood programs annually for approximately 35% of the at-risk four-year olds.

STRATEGY 681C1 *The Early Childhood Activity Program will continue to provide quality early childhood programs for approximately 35% of the at-risk four-year olds.*

Percentage of at-risk children served

Percentage of at-risk preschool children served - LA4

Percentage of at-risk children served – Nonpublic School Early Childhood Development (NESCD) program

Number of at-risk preschool children

Number of at-risk preschool children served - LA4 program

Number of at-risk preschool children served – NSECD program

Percentage of students participating in the LA4 program who complete the assessment instrument

Percentage of students participating in the NSECD Program who complete the assessment instrument

STRATEGY 681C2 *The Early Childhood Activity through the Child Care Development Fund will continue to provide quality early childhood services such that 100% of Type III providers will have a Performance Profile.*

Number of Child Care Assistance Program (CCAP) child care providers available each month

Number of family day care homes registered

Total annual child care programs

Number of children receiving Child Care assistance monthly

Percentage of Type III providers having a Performance Profile

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT APPROPRIATION 19 - 682

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 (SBESE) serving in the capacity of the governing authority. The RSD is established to provide an appropriate education for children attending any public elementary or secondary school operated under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which has been transferred to RSD jurisdiction pursuant to R.S. 17:10.5.

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

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

RSD VISION is that all children in Louisiana meet or exceed the required academic standards.

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

RSD PHILOSOPHY is that all children can learn and grow to become productive citizens regardless of their particular status or situation.

RSD GOAL is to ensure that eligible children receive instruction and related services to enable them to participate in meaningful life activities.

RECOVERY SCHOOL DISTRICT: INSTRUCTION

ACTIVITY: RECOVERY SCHOOL DISTRICT – INSTRUCTION

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

MISSION:

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

GOAL: 682A

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

OBJECTIVE: 682A1

The Recovery School District Program, through the Instruction Activity, will provide services to students based on the State's student academic standards, such that through 2025, 65.0% of students in all grades meet or exceed proficient performance levels on State-approved tests on an annual basis.

Strategy 682A1 *The Recovery School District Program through Instruction Activity will provide services to students based on State student standards such that 65% of the students earn top growth toward attainment of Mastery on State-approved tests in charter schools.*

Percentage of students who earn top growth toward attainment of Mastery levels on the Criterion-Referenced tests in English Language Arts for grade 3-8 in charter schools.

Percentage of students who earn top growth toward attainment of Mastery levels on the Criterion-Referenced tests in Math for grades 3-8 in charter schools

OBJECTIVE: 682A2

The Recovery School District Program, through the Instruction Activity will provide high quality schools in all locations.

Strategy 682A2 *The Recovery School District Program through Instruction Activity will provide high quality schools in all locations as exhibited by 60% of all schools are not identified for Comprehensive or Urgent Intervention.*

Percentage of all schools that were not identified for Comprehensive or Urgent Intervention

Percentage of growth in the number of courses taught by certified teachers

Percentage of students who graduate from high school annually with a regular diploma in charter schools

RECOVERY SCHOOL DISTRICT: CONSTRUCTION

ACTIVITY: RECOVERY SCHOOL DISTRICT – CONSTRUCTION

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

MISSION:

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

GOAL: 682B

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

OBJECTIVE: 682B1

The Recovery School District Program, through the Construction Activity, will execute the Orleans Parish Reconstruction Master Plan so that through 2025 there will be a 5% or less change order rate in the 5-year plan to demolish non-historic buildings, mothball or renovate historic properties and renovate other buildings.

The RSD will have a 5% or less change order rate across the entire portfolio of open contracts

Number of substantial completion on new or renovated properties

MINIMUM FOUNDATION PROGRAM

DEPARTMENT OF EDUCATION

MINIMUM FOUNDATION PROGRAM APPROPRIATION 19 - 695

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

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

ACTIVITY: MINIMUM FOUNDATION PROGRAM

MISSION:

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

GOAL: 695A

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

OBJECTIVE: 695A1

The Minimum Foundation Program Activity will provide funding support to local school boards which allows local school boards to provide services to students based on the State's student academic standards, such that through 2025, 60% of students meet or exceed "proficient" performance levels on the state-approved Criterion-Referenced Tests (CRT), LEAP 2025 assessments.

STRATEGY 695A1 *The Minimum Foundation Program Activity will provide funding to local school boards, which provide services to students based on state student standards, such that 60% of the students meet or exceed proficient performance levels on the state-approved Criterion-Referenced Tests (CRT) LEAP 2025 assessment.*

Percentage of students who score proficient on the English Language Arts (ELA), LEAP 2025 assessment

Percentage of students who score proficient on the Math LEAP 2025 assessment

OBJECTIVE: 695A2

The Minimum Foundation Program Activity provides support to local school boards to fund classroom staffing with teachers, principals and other staff who meet State standards, such that through 2025 local school boards will use flow-through funding to provide classroom staffing, maintaining a 90% level of teachers meeting state standards.

STRATEGY 695A2 *The Minimum Foundation Program Activity provides funding to local school boards, which provide classroom staffing, such that 90% of the teachers and principals will meet state standards.*

Percentage of classes taught by certified classroom teachers, teaching within area of certification

Percentage of core academic classes being taught by certified teachers (as the term is defined in section 9101 (23) of the ESEA), in the aggregate

Percentage of principals certified in principalship

OBJECTIVE: 695A3

The Minimum Foundation Program Activity prepares and submits an MFP formula to the SBESE, who adopts and submits an MFP formula to the Legislature, who approves an MFP formula that will provide resources and guidance to meet the State standards, such that through 2025 all 69 districts collect local tax revenues sufficient to meet MFP level 1 requirements.

STRATEGY 695A3 *The Minimum Foundation Program Activity will ensure an equal education for all students through (1) a sufficient contribution of local dollars, (2) the requirement that 70% of each district's general fund expenditures be directed to instructional activities, (3) the equitable distribution of State dollars.*

Number of districts collecting local tax revenues sufficient to meet MFP Level 1 requirements

Number of districts not meeting the 70% instructional expenditure mandate

Equitable distribution of MFP dollars

NONPUBLIC ASSISTANCE
DEPARTMENT OF EDUCATION
NONPUBLIC ASSISTANCE 19 - 697

ACTIVITY: NONPUBLIC REQUIRED SERVICES

ACTIVITY: NONPUBLIC SCHOOL LUNCH

ACTIVITY: NONPUBLIC TEXTBOOK ADMINISTRATION

ACTIVITY: NONPUBLIC TEXTBOOKS

MISSION:

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

PHILOSOPHY:

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

GOAL: 697A-D

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 districts to enhance student learning and performance.

OBJECTIVE: 697A1 - NONPUBLIC REQUIRED SERVICES

The Nonpublic Assistance Program, through Nonpublic Required Services Activity, through 2025 will reimburse nonpublic schools for costs incurred for compliance with constitutionally mandated and other statutorily required services in accordance with the funding amount allocated by the Legislature.

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

Percentage of requested expenditures reimbursed

OBJECTIVE: 697B1 - NONPUBLIC SCHOOL LUNCH SALARY SUPPLEMENTS

The Nonpublic Assistance Program, through Nonpublic School Lunch Salary Supplements Activity, through 2025 will provide salary supplements for lunchroom employees at eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

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

Eligible full-time employees' reimbursement

Eligible part-time employees' reimbursement

Number of full-time employees

Number of part-time employees

OBJECTIVE: 697C1 - NONPUBLIC TEXTBOOK ADMINISTRATION

The Nonpublic Assistance Program, through Nonpublic Textbook Administration Activity, through 2025 will provide State funds for the administrative costs incurred by public school systems to order and distribute books and other instructional materials to eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

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

Number of nonpublic students

Percentage of textbook funding allocated for administration

OBJECTIVE: 697D1 - NONPUBLIC TEXTBOOKS

The Nonpublic Assistance Program, through Nonpublic Textbooks Activity, through 2025 will provide State funds for the purchase of books and other materials of instruction for eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

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

Total funds allocated at \$27.02 per student

SPECIAL SCHOOL DISTRICT

DEPARTMENT OF EDUCATION

SPECIAL SCHOOL DISTRICT APPROPRIATION 19 - 699

The Special School District (SSD) is an *educational service agency* (R.S. 17:1943) administered by the Louisiana Department of Education with the approval of the Board of Elementary and Secondary Education (BESE) serving in the capacity of the governing authority.

The Special School District is composed of an administration program and an instructional program. BESE has directed that the Louisiana School for the Deaf, the Louisiana School for the Visually Impaired, and the Louisiana Special Education Center report administratively through the State Director of the Special School District.

Special School District Mission is to provide special education and related services to children with exceptionalities who are enrolled in State-operated programs and to provide appropriate educational services to eligible children enrolled in State-operated mental health facilities (R.S. 17:1951).

Special School District Philosophy is that all children can learn and grow to become productive citizens, regardless of their particular status or situation.

Special School District Goal is to ensure that eligible children receive instruction and services to enable them to participate in meaningful life activities.

ACTIVITY: SSD ADMINISTRATION

PROGRAM DESCRIPTION:

The Administration Program of Special School District is composed of central office staff and school administration. Central office staff provides management and administration of the school system and supervision of the implementation of the instructional programs in the facilities. School administrators are the principals and assistant principals of school programs. The primary activities of the Administration Program are to ensure an adequate instructional staff to provide education and related services, provide and promote professional development, and monitor operations to ensure compliance with State and Federal regulations.

MISSION:

The Special School District Administration Program mission is to provide the administrative management, support, and direction for the instructional programs to ensure that children in State-operated facilities are afforded educational opportunity.

GOAL: 699A

The Special School District Administration Program goal is to provide the administrative control and support necessary to ensure delivery of appropriate educational services to eligible students and to ensure that the services are provided to the maximum extent possible.

OBJECTIVE: 699A1 - SSD ADMINISTRATION

The SSD-Administration Activity, to employ professional staff such that by 2025 in the Special School District Administration Program a 3% average growth will be demonstrated in the number of courses taught by a certified teacher and at least 95% of paraeducator staff will be highly qualified to provide required educational and/or related services.

STRATEGY 699A1.1 The SSD-Administration Activity will employ professional staff such that a 3% average growth will be demonstrated in the number of courses taught by a certified teacher and at least 95% of paraeducator staff will be highly qualified to provide required educational and/or related services.

Percentage of growth in the number of courses taught by a certified teacher

Percentage of highly qualified paraprofessionals

Number of paraprofessionals

STRATEGY 699A1.2 The SSD-Administration Activity will employ administrative personnel sufficient to provide management, support, and direction for the Instructional program, and who will comprise 10% or less of the total agency employees.

Percentage of administrative staff positions to total staff

ACTIVITY: SSD ALL INSTRUCTION

PROGRAM DESCRIPTION

The SDD Instruction Program provides special educational and related services to children with exceptionalities who are enrolled in State-operated programs and provides appropriate educational services to eligible children enrolled in State-operated mental health facilities. The activities of the Instruction Program are to provide educational services using information, materials, equipment, and strategies based on individually identified student needs; to monitor and document student performance and progress toward accomplishment of instructional objectives; and to conduct assessments and evaluations in a timely manner to facilitate instructional decision making.

MISSION:

The mission of the Special School District Instruction Program is to provide appropriate educational services to students based upon their needs.

GOAL: 699B

The goal of the Special School District Instructional Program is to provide students in State-operated facilities with appropriate educational services based on their individual needs.

OBJECTIVE: 699B1 - SSD INSTRUCTION

The SSD-All Instruction activity provides educational services to eligible students while they are in State-operated facilities, such that by 2025 teacher/student ratios will be 10 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

STRATEGY 699B1.1 *The SSD-All Instruction activity, will maintain, in each type of facility, teacher/student ratios such that there will be 10 students per teacher in mental health facilities, 8 in OCDD, 10 in DOC and 8 in OJJ.*

Average number of students served

Number of students per teacher in mental health facilities

Number of students per teacher in OCDD facilities

Number of students per teacher in DOC facilities

Number of students per teacher in OJJ facilities

STRATEGY 699B1.2 *The SSD-All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.*

Percentage of students demonstrating one month grade level increase per one month of instruction in SSD

Percent of students in DOC facilities demonstrating one month grade level increase per one month instruction in math

Percent of students in the DOC facilities demonstrating one month grade level increase per one month instruction in reading

Percent of students in the OJJ facilities demonstrating one month grade level increase per one month instruction in math

Percent of students in the OJJ facilities demonstrating one month grade level increase per one month instruction in reading

STRATEGY 699B1.3 *The SSD-All Instruction Activity will have students agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.*

Percentage of students in DOC facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class

Percentage of students in OJJ facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class

Percentage of students in OCDD facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class

Percentage of students in mental health facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class

STRATEGY 699B1.4 *The SSD-All Instruction Activity will have 90% of students in OCDD facilities and 90% of students in mental health facilities demonstrate a positive behavior.*

Percentage of students in OCDD facilities demonstrating positive behavior

Percentage of students in mental health facilities demonstrating positive behavior

STRATEGY 699B1.5 *The SSD-All Instruction Activity will have OJJ and mental health facilities having a decrease in the number of dropouts as shown by a 3% decrease in the students labeled “Dropout” by the DOE in these facilities.*

Decrease in the percentage of students labeled “Dropout” by the DOE in mental health facilities

STRATEGY 699B1.6 *The SSD-All Instruction Activity will provide special education services to students in DOC facilities so that 15% will attain a GED before being discharged..*

Percentage of students in DOC facilities to attain a GED

STRATEGY 699B1.7 *The SSD-All Instruction Activity will implement instruction and assessment to ensure academic progress for challenging students in OCDD facilities as shown by 70% of the students showing increased academic progress as measured using STAR and ABLLS (Assessment of Basic Language & Learning Skills).*

Percentage of students in OCDD facilities showing increased academic progress as measured by STAR and ABLLS

APPENDIX

APPENDIX A: ABBREVIATIONS AND CHECKLIST

AUS	Academically Unacceptable Schools
CCLC	21 st Century Community Learning Center
CRT	Criterion Referenced Tests
CTE	Career and Technical Education
DOC	Department of Corrections
DOE	Department of Education
DPSC	Department of Public Safety and Corrections English
ELA	Language Arts
EOC	End of Course
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
IBC	Industry-Based Certification
IEP	Individualized Education Plans
K-3	Kindergarten through third grade
LA	Louisiana
LEAs	Local Education Agencies
LEAP	Louisiana Education Assessment Program Minimum
MFP	Foundation Program
NSECD	Nonpublic School Early Childcare Development
OCDD	Office of Citizens with Developmental Disabilities
OJJ	Office of Juvenile Justice
OYD	Office of Youth Development
PIP	Professional Improvement Program
RSD	Recovery School District
SBESE	State Board of Elementary and Secondary Education
SPS	School Performance Score
SSD	Special School District
STO	Student Turnaround Office
TAP	Teacher Advancement Program
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: STATUTORY AUTHORITY

STATUTORY AUTHORITY STATE ACTIVITIES :

Office of Management and Finance Program Authorization: LA. Constitution of 1974, Article VIII, Sec. 2; R.S. 36:647; R.S. 17:21-27; R.S. 7(2)(c)(d) and (e); R.S. 39:29-33, 1551 et seq.; R.S. 17:3971-4001; R.S. 39:75; R.S. 17:10.1-10.3; R.S. 36:651; R.S. 17:354. Office of School and Community Support Program Authorization: R.S. 36:649D. Executive Office Program Authorization: La. Constitution of 1974, Article VIII, Sec. 2; R.S. 36:647; R.S. 17:21-27; R.S. 17:3921.2; R.S. 17:10.1-10.3; R.S. 36: 651. Office of Quality Educators Program Authorization: R.S. 36:649F; R.S. 36:649 D Program Authorization: R.S. 17:3042.1; 17:7.3; 17:31-33; 7:(6)(a-e); 7:7.1; 36:649(e); 17:15; 17:21; 17:22; 17:3403; 17:3896; 17:7.2; 17:3761-3764; 17:7.4; Article 7, Section 10.1; Office of Student and School Performance Program Authorization: Article VIII, Sec. 2 of La. Constitution; R.S. 36:647; R.S. 17:21-27; R.S. 17:10.1 - 10.3; R.S. 36:651 (G)(3); R.S. 17:24.4(F); R.S. 17:24.4(G)(1); R.S. 17:1941 et seq.

STATUTORY AUTHORITY SUBGRANTEE ASSISTANCE

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

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

Special Education; Annual State Appropriation

LA 4; Early Childhood Development and Enrichment Activity Classes Program Authorization: R.S. 17:407.26

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

Millennium Trust; Education Excellence Fund Program Authorization: LA. Constitution of 1974, Article VII, Section 10.8

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

STATUTORY AUTHORITY SUBGRANTEE ASSISTANCE

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 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

Professional Improvement Program (PIP)[Teacher Payments] Program Authorization: R.S. 17:3601-3661; 17:21-22; 36:649

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

Teacher Advancement Program (TAP)

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

Louisiana Virtual School 8(g) Programs

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

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

Annual 8(g) Awards: Foreign Language, Superior Textbooks, and Quality Classroom Literacy and Numeracy Support Initiative

Annual State Appropriations: K-12 Rewards, School Improvement/Corrective Actions Programs

High Stakes Remediation: Annual State Appropriations

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

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

STATUTORY AUTHORITY SUBGRANTEE ASSISTANCE

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

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 IV Part A, Safe and Drug Free Schools and Communities 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 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 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

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

Community-Based Tutorial Authorization: Article VIII, Sec. 2 of La. Constitution; R.S. 36:647; R.S. 17:21-27

HIPPY: R.S. 17:407

STATUTORY AUTHORITY RECOVERY SCHOOL DISTRICT

The Recovery School District (RSD) is constitutionally provided in Article VIII, Section 3 (A) of the State Constitution of Louisiana of 1974 and R.S. 17:1990.

STATUTORY AUTHORITY MINIMUM FOUNDATION PROGRAM

The Minimum Foundation Program (MFP) is constitutionally provided in Article VIII, Section 13 of the State Constitution of Louisiana of 1974. Specifically, the constitution states:

Minimum Foundation Program. The State Board of Elementary and Secondary Education, ... shall annually develop and adopt a formula which shall be used to determine the cost of a minimum foundation program of education in all public elementary and secondary schools as well as to equitably allocate the funds to parish and city school systems. Such formula shall provide for a contribution by every city and parish school system. Prior to approval of the formula by the legislature, the legislature may return the formula adopted by the board to the board and may recommend to the board an amended formula for consideration by the board and submission to the legislature for approval. The legislature shall annually appropriate funds sufficient to fully fund the current cost to the state of such a program as determined by applying the approved formula in order to insure a minimum foundation of education in all public elementary and secondary schools. Neither the governor nor the legislature may reduce such appropriation, except that the governor may reduce such appropriation using means provided in the act containing the appropriation provided that any such reduction is consented to in writing by two-thirds of the elected members of each

house of the legislature. The funds appropriated shall be equitably allocated to parish and city school systems according to the formula as adopted by the State Board of Elementary and Secondary Education, or its successor, and approved by the legislature prior to making the appropriation. Whenever the legislature fails to approve the formula most recently adopted by the board, or its successor, the last formula adopted by the board, or its successor, and approved by the legislature shall be used for the determination of the cost of the minimum foundation program and for the allocation of funds appropriated.

STATUTORY AUTHORITY PROGRAM: NONPUBLIC ASSISTANCE

Article VIII, Sec. 13(A), LA Constitution; R.S. 17:361-365; R.S. 17:158; R.S. 17:353; Millennium Trust; Education Excellence Fund Program Authorization: LA. Constitution of 1974, Article VII, Section 10.8 (C) (3) (a)

STATUTORY AUTHORITY SPECIAL SCHOOL DISTRICT

The following section details program authorization for each program included within the Special School District (SSD) Appropriation.

SSD Program Authorization: R.S. 17:1941-1958; P.L. 98-199 as amended; Rehabilitation Act of 1973: The source of funding for the SSD Administration Program is the general fund and interagency transfers. The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, transfers funds to this program from Title XIX of the Social Security Act. The source of funding for exceptional children enrolled in State-operated facilities is the general fund and interagency transfers. The Department of Education transfers monies to this program from the Professional Improvement Program, Title I Part D, Subpart 2 which provides funding for prevention and intervention programs for children and youth who are neglected, delinquent or at-risk; Title II, which provides state grants to improve teacher and principal quality; and Title V, which provides funds to support improvement programs; and Individuals with Disabilities Education Act, Part B (IDEA-B), which provides a free and appropriate public education to all handicapped children.

STATUTORY AUTHORITY PROGRAM: NONPUBLIC ASSISTANCE

Article VIII, Sec. 13(A), LA Constitution R.S. 17:422.3; R.S. 17:361-365; R.S. 17:158; R.S. 17:353 and R.S. 17:351; Millennium Trust; Education Excellence Fund Program Authorization: LA. Constitution of 1974, Article VII, Section 10.8 (C) (3) (a)

STATUTORY AUTHORITY SPECIAL SCHOOL DISTRICT

The following section details program authorization for each program included within the Special School District (SSD) Appropriation.

SSD Program Authorization: R.S. 17.1941-1958; P.L. 98-199 as amended; Rehabilitation Act of 1973: The source of funding for the SSD Administration Program is the general fund and interagency transfers. The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, transfers funds to this program from Title XIX of the Social Security Act. The source of funding for exceptional children enrolled in State-operated facilities is the general fund and interagency transfers. The Department of Education transfers monies to this program from the Professional Improvement Program, Title I Part D, Subpart 2 which provides funding for prevention and intervention programs for children and youth who are neglected, delinquent or at-risk; Title II, which provides state grants to improve teacher and principal quality; and Title V, which provides funds to support improvement programs; and Individuals with Disabilities Education Act, Part B (IDEA-B), which provides a free and appropriate public education to all handicapped children.

APPENDIX C: BENEFITS TO PRINCIPAL CLIENTS AND USERS

BENEFITS TO PRINCIPAL CLIENTS AND USERS

STATE ACTIVITIES	STUDENTS	SCHOOLS	TEACHERS / ADMINISTRATORS
Administrative Support Program			
SUPERINTENDENT'S OFFICE	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.
FINANCE	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
District Support			
ACADEMIC POLICY	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.
PORTFOLIO	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.
CHILD CARE LICENSING	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities
GRANTS	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.
TALENT	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.
STUDENT OPPORTUNITIES	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.
DISTRICT SUPPORT NETWORKS	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.

BENEFITS TO PRINCIPAL CLIENTS AND USERS

STATE ACTIVITIES	SCHOOL DISTRICTS	POST SECONDARY	CITIZENS
Administrative Support Program			
SUPERINTENDENT'S OFFICE	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students
FINANCE	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
District Support			
ACADEMIC POLICY	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.
PORTFOLIO	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.
CHILD CARE LICENSING	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities
GRANTS	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.
TALENT	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.
STUDENT OPPORTUNITIES	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.
DISTRICT SUPPORT NETWORKS	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.

BENEFITS TO PRINCIPAL CLIENTS AND USERS

STATE ACTIVITIES	DEPARTMENT OF EDUCATION STAFF	COMMUNITIES	TAXPAYERS
Administrative Support Program			
SUPERINTENDENT'S OFFICE	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.
FINANCE	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
District Support			
ACADEMIC POLICY	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.
PORTFOLIO	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.
CHILD CARE LICENSING	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities	The Child Care Licensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in licensed child care facilities
GRANTS	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.
TALENT	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to teachers, LEAs, and universities.
STUDENT OPPORTUNITIES	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post-secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.
DISTRICT SUPPORT NETWORKS	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increase scores in ELA, mathematics and on the ACT.

BENEFITS TO PRINCIPAL CLIENTS AND USERS

SUBGRANTEE ACTIVITIES	STUDENTS	SCHOOLS	TEACHERS / ADMINISTRATORS
SCHOOL AND DISTRICT SUPPORTS	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.
SCHOOL AND DISTRICT INNOVATIONS	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.
STUDENT-CENTERED GOALS	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.	The Student-centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.
RECOVERY SCHOOL DISTRICT- INSTRUCTION	The Recovery School District- Instruction Program provides educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	Recovery School District staff provide administrative management, support, and direction for the instructional programs to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	Recovery School District staff provide administrative management, support, and direction for the instructional programs to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
RECOVERY SCHOOL DISTRICT-CONSTRUCTION	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
MINIMUM FOUNDATION PROGRAM	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.
NONPUBLIC ASSISTANCE	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning
SPECIAL SCHOOL DISTRICT ADMINISTRATION	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities
SPECIAL SCHOOL DISTRICT INSTRUCTION	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.

BENEFITS TO PRINCIPAL CLIENTS AND USERS

SUBGRANTEE ACTIVITIES	SCHOOL DISTRICTS	POST SECONDARY	CITIZENS
SCHOOL AND DISTRICT SUPPORTS	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.
SCHOOL AND DISTRICT INNOVATIONS	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.
STUDENT-CENTERED GOALS	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.
RECOVERY SCHOOL DISTRICT- INSTRUCTION	The Recovery School District program provides educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	N/A	The Recovery School District program provides educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
RECOVERY SCHOOL DISTRICT-CONSTRUCTION	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	N/A	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
MINIMUM FOUNDATION PROGRAM	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.
NONPUBLIC ASSISTANCE	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning
SPECIAL SCHOOL DISTRICT ADMINISTRATION	N/A	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities
SPECIAL SCHOOL DISTRICT INSTRUCTION	N/A	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.

BENEFITS TO PRINCIPAL CLIENTS AND USERS

SUBGRANTEE ACTIVITIES	DEPARTMENT OF EDUCATION STAFF	COMMUNITIES	TAXPAYERS
SCHOOL AND DISTRICT SUPPORTS	N/A	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.
SCHOOL AND DISTRICT INNOVATIONS	N/A	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.
STUDENT-CENTERED GOALS	N/A	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.
RECOVERY SCHOOL DISTRICT-INSTRUCTION	Recovery School District staff provide administrative management, support, and direction for the instructional programs to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District program provides educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District program provides educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
RECOVERY SCHOOL DISTRICT-CONSTRUCTION	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
MINIMUM FOUNDATION PROGRAM	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.	The Minimum Foundation Program provides funding to local school districts for their public education system such that every student has an equal opportunity to develop to their full potential.
NONPUBLIC ASSISTANCE	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equitably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning
SPECIAL SCHOOL DISTRICT ADMINISTRATION	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities	The Special School District Administration Program provides the administrative management, support, and direction for the instructional programs to ensure that children in state-operated facilities and privately-operated juvenile correctional facilities are afforded educational opportunities
SPECIAL SCHOOL DISTRICT INSTRUCTION	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities.

APPENDIX D: EXTERNAL FACTORS

STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS

	STATUTORY, REGULATORY, PUBLIC POLICY DIRECTIONS	CHANGING FISCAL CONDITIONS	COURT DECISIONS
Administrative Support Program			
SUPERINTENDENT'S OFFICE	Statutory, regulatory, and public policy directions from constitutionally designated entities such as the State Board of Elementary and Secondary Education and the Louisiana Legislature	Changing fiscal conditions of the State of Louisiana as a result of fluctuations in state and national economies	State and federal court decisions affecting education
FINANCE	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
District Support Program			
ACADEMIC POLICY	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
PORTFOLIO	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the legislature can support or alter SDE goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
CHILD CARE Licensing	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the legislature can support or alter SDE goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
GRANTS	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
TALENT	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
STUDENT OPPORTUNITIES	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.
DISTRICT SUPPORT NETWORKS	Public policy and political directions from the legislature and the SBESE can confirm or alter SDE strategic direction, goals and/or anticipated results.	General and other funding level decisions of the legislature can support or alter SDE goals, strategies and program results.	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.

STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS

	PUBLIC DEMAND FOR INFORMATION	DECISION MAKING TO LOWER LEVEL	LOCAL SCHOOL BOARDS	SBESSE
Administrative Support Program				
SUPERINTENDENT'S OFFICE	Public demand for information, especially from interest groups and the media	Shifting decision-making authority to the local level	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
FINANCE	Public demand for information, especially from interest groups and the media	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.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
District Support Program				
ACADEMIC POLICY	Public demand for information, especially from interest groups and the media	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 growth through student achievement.	Local school boards have significant authority for educational governance that can affect the level of support for state and federal laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
PORTFOLIO	Public demand for information, especially from interest groups and the media	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.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
CHILD CARE Licensing	Public demand for information, especially from interest groups and the media	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.	Local school boards have significant authority for educational governance that can affect the level of support for state and federal laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
GRANTS	Public demand for information, especially from interest groups and the media	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..	Local school boards have significant authority for educational governance that can affect the level of support for state and federal laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
TALENT	Public demand for information, especially from interest groups and the media	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 development of effective teachers and leaders.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
STUDENT OPPORTUNITIES	Public demand for information, especially from interest groups and the media	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 implementation of instructional programs.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.
DISTRICT SUPPORT NETWORKS	Public demand for information, especially from interest groups and the media	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 support for local schools.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESSE has authority to set policy and regulate school systems and schools. It, therefore, can affect program priorities and effective implementation.

STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS

	STATUTORY, REGULATORY, PUBLIC POLICY DIRECTIONS	CHANGING FISCAL CONDITIONS	COURT DECISIONS
SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	Federal laws, State laws, court holdings, and program regulations can affect financial distribution causing further problems and issues with MFP adequacy and equity issues.	Court decisions can affect financial distribution, and educational issues.
SCHOOL AND DISTRICT INNOVATIONS	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	Federal laws, State laws, court holdings, and program regulations can affect financial distribution causing further problems and issues with MFP adequacy and equity issues.	Court decisions can affect financial distribution, and educational issues.
STUDENT CENTERED-GOALS	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	Federal laws, State laws, court holdings, and program regulations can affect financial distribution causing further problems and issues with MFP adequacy and equity issues.	Court decisions can affect financial distribution, and educational issues.
RECOVERY SCHOOL DISTRICT-INSTRUCTION	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	Reduction in allocations/appropriations can result in a reduction in services provided.	Court decisions can affect financial distribution, and educational issues.
RECOVERY SCHOOL DISTRICT-CONSTRUCTION	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	Reduction in allocations/appropriations can result in a reduction in services provided.	Court decisions can affect financial distribution, and educational issues.
MINIMUM FOUNDATION PROGRAM	Legislative mandates upon local systems can affect local MFP adequacy and equity strategies.	Local communities and school systems have major financial support responsibilities, which can complement, obstruct, or exacerbate MFP adequacy and equity issues.	Court decisions can affect financial distribution, and educational issues.
NONPUBLIC ASSISTANCE	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.	Reduction in allocations/appropriations can result in a reduction in services provided.	Court decisions can affect financial distribution, and educational issues.
SPECIAL SCHOOL DISTRICT ADMINISTRATION	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies for the Special School District.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results for the Special School District	Court decisions can affect financial distribution, and educational issues.
SPECIAL SCHOOL DISTRICT INSTRUCTION	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies for the Special School District.	General and other funding level decisions of the Legislature can support or alter Department goals, strategies and program results for the Special School District.	Court decisions can affect financial distribution, and educational issues.

STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS

	PUBLIC DEMAND FOR INFORMATION	DECISION MAKING TO LOWER LEVEL	LOCAL SCHOOL BOARDS	SBESE
SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS	Public demand for information, especially from interest groups and the media	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.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
SCHOOL AND DISTRICT INNOVATIONS	Public demand for information, especially from interest groups and the media	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 implementation of innovations.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
STUDENT CENTERED-GOALS	Public demand for information, especially from interest groups and the media	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 progress toward students.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
RECOVERY SCHOOL DISTRICT-INSTRUCTION	Public demand for information, especially from interest groups and the media	The Recovery School District 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.	The Recovery School District 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.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
RECOVERY SCHOOL DISTRICT-CONSTRUCTION	Public demand for information, especially from interest groups and the media	The Recovery School District provides governance authority for educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School District 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.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
MINIMUM FOUNDATION PROGRAM	Public demand for information, especially from interest groups and the media	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	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESE, which is a constitutionally created entity, has significant authority over the approval of the MFP formula.
NONPUBLIC ASSISTANCE	Public demand for information, especially from interest groups and the media	N/A	N/A	N/A
SPECIAL SCHOOL DISTRICT ADMINISTRATION	Public demand for information, especially from interest groups and the media	Facilities are owned and controlled by host agencies (Department of Health and Hospitals and Department of Public Safety and Corrections) in which schools/programs operated by SSD#1 are physically located.	Local school boards have significant authority for educational governance that can affect the level of support for participation in the Special School District.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.
SPECIAL SCHOOL DISTRICT INSTRUCTION	Public demand for information, especially from interest groups and the media	Facilities are owned and controlled by host agencies (Department of Health and Hospitals and Department of Public Safety and Corrections) in which schools/programs operated by SSD are physically located.	Local school boards have significant authority for educational governance that can affect the level of support for participation in the Special School District.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation.

APPENDIX E: EXPLANATION OF HOW DUPLICATION SHALL BE AVOIDED

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

APPENDIX F: CROSS-REFERENCE TO STATEWIDE PLANNING INITIATIVES

Louisiana Workforce Commission*

Children's Cabinet*

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

APPENDIX G: DATA DOCUMENTATION SHEETS

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

Program Office	Full name of the program or office responsible for the indicator
Goal #	DOE strategic management plan goal number (total of 6)
Objective #	Objective number within each program
Appropriation	Appropriation number for the six DOE appropriations
GFS Code	Budget Line item charge number (where appropriate)
Type	Identifies whether indicator is <i>input</i> , <i>output</i> , <i>outcome</i> , <i>efficiency</i> , or <i>quality</i>
Contact Person	Individual within DOE responsible for this indicator
Collection Person	Individual within DOE who collects data relative to this indicator
Performance Indicator	Found, with corresponding numbers, in Volumes 1 and 2
Rationale	Justification for indicator
Data Required	Data elements required for this indicator
Data Collection	Procedure used to collect data for this indicator
Frequency/Timing	Indication of collection and reporting activities
Calculation Methods	Procedures used to arrive at indicator data elements
Aggregation	Types of aggregations and/or disaggregations applied
Limitations	Data parameters applied to indicators
Mandates	Legislative/statute references relative to this indicator

ADMINISTRATIVE SUPPORT SUPERINTENDENT'S OFFICE - PUBLIC AFFAIRS LAPAS CODE 8479

678A1.1

Contact person Erin Bendily

LAPAS KEY K

LAPAS TYPE QUALITY

Who is responsible for data collection? Misty Loucks

Objective (KEY) The Superintendent's Office Activity (Public Affairs), will provide information and assistance to the public seeking information and services on the DOE website and use the Communications Office to provide information and assistance to members of the public seeking information or services, such that 90% of surveyed users rate the service as good or excellent.

Performance Indicator

Percentage of Communications Office users rating informational services as good or excellent on a customer satisfaction survey

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
94.18	90.90	92.19	91.70	86.67	85.07	71.40	82.40	73.40

Rationale Measure public satisfaction with the Department

What Data is Required? Survey form

How is The Data Collected? Telephone

Frequency Quarterly

Calculation Methodology

Data Manipulations State level

Indicator Limitations

Legislative/Mandates R.S. 17:7 and R.S. 17:22

ADMINISTRATIVE SUPPORT

SUPERINTENDENT'S OFFICE - PUBLIC AFFAIRS

LAPAS CODE 25111

678A1.2

Contact person Erin Bendily

LAPAS KEY K

LAPAS TYPE QUALITY

Who is responsible for data collection? Sydni Dunn

Objective (KEY) The Superintendent's Office Activity (Public Affairs), will provide information and assistance to the public seeking information and services on the DOE website and use the Communications Office to provide information and assistance to members of the public seeking information or services, such that 90% of surveyed users rate the service as good or excellent.

Performance Indicator **Number of press releases issued including announcements highlighting the State's key educational measures of State, district, school and student performance**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	118	110	105	83	62	92

Rationale Track communication with public on department initiatives and student performance

What Data is Required? News releases, advisories, letters and/or newsletters

How is The Data Collected? Copies of communications posted to website or stored in email marketing software

Frequency Quarterly

Calculation Methodology Simple addition of number of releases, advisories, letters and/or other public communications

Data Manipulations

Indicator Limitations

Legislative/ Mandates

ADMINISTRATIVE SUPPORT

MANAGEMENT & FINANCE - ED. FINANCE

LAPAS CODE 5550

678A2.1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) Through the Management & Finance Activity, Education Finance and Audit Division, to conduct audits of state programs to ensure that reported student counts are accurate and adjust funding as appropriate, resulting in dollar savings to the State.

Performance Indicator

State dollars saved as a result of audits

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$6,035,317	\$6,270,520	\$3,978,395	\$3,381,841	\$1,541,683	\$5,337,974	\$8,577,162	\$6,347,229	\$6,437,678

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

What Data is Required? The adjusted student, staff, and/or financial data.

How is The Data Collected? Data collected through simulation of MFP formula run using adjusted data.

Frequency Annual - Year End

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17.7(d)

ADMINISTRATIVE SUPPORT

MANAGEMENT & FINANCE - ED. FINANCE

LAPAS CODE 5551

678A2.2

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) Through the Management & Finance Activity, Education Finance and Audit Division, to conduct audits of state programs to ensure that reported student counts are accurate and adjust funding as appropriate, resulting in dollar savings to the State.

Performance Indicator

Cumulative amount of MFP funds saved through audit function

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$77,257,445	\$83,527,964	\$87,506,359	\$90,883,200	\$92,429,883	\$97,618,704	\$106,195,872	\$112,543,101	\$118,980,779

Rationale Maintaining cumulative number of dollars saved the State of Louisiana through audit process.

What Data is Required? The annual savings from the audits since 1993-94.

How is The Data Collected? Data collected through simulations using audited numbers.

Frequency Annual - Year End

Calculation Methodology The annual savings since 1993-94 to present are added together. * The Minimum Foundation Program began a transition to allotting money based on the Prior Year student data.

Data Manipulations State

Indicator Limitations

Legislative/Mandates R.S. 17:7(d)

ADMINISTRATIVE SUPPORT

MANAGEMENT & FINANCE - APP. CONTROL

LAPAS CODE 8495

678A3.1

LAPAS KEY K

Contact person Keisha Payton

LAPAS TYPE EFFICIENCY

Who is responsible for data collection? Keisha Payton

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

Performance Indicator

Interest assessments by federal government to state for Department Cash Management Improvement Act violations

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
3	12	2	1	0	0	1	0	3

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. The Cash Management Improvement Act (CMIA) mandates the adherence to specific time frames for the drawing of federal funds to cover costs (checks released) in programs providing more than \$6,000,000 in annual revenue to the State. Interest is charged to the State for early receipt of funds. A check clearance pattern is established by the Department which determines the period of days between check release and the date the funds are actually needed in the bank to honor check presentation. The purpose of the measurement is to determine compliance with the CMIA law and the achievement of zero dollars interest assessment caused by the Department to the State.

What Data is Required? 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.

How is The Data Collected? The data is generated by internal actions. The spreadsheet and draws are reviewed by the Revenue Manager.

Frequency Data Collection - Data are collected and entered as draws are made on the federal grants that are CMIA eligible. . Data Reporting - Monthly reporting of data is provided by the Revenue Section for each federal program covered under CMIA to OSRAP..

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. Any days in excess of the specified number generates interest owed to the State. The number of days less than the specified number generates interest owed to the federal government.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

ADMINISTRATIVE SUPPORT	MANAGEMENT & FINANCE - APP. CONTROL	LAPAS CODE	20151
678A3.2		LAPAS KEY	K
<u>Contact person</u>	Keisha Payton	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Keisha Payton		

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

Performance Indicator

Number of total transactions processed

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
156,899	143,348	257,568	246,904	202,474	151,517	160544	162727	153091

Rationale bCash 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. The Cash Management Improvement Act (CMIA) mandates the adherence to specific time frames for the drawing of federal funds to cover costs (checks released) in programs providing more than \$6,000,000 in annual revenue to the State. Interest is charged to the State for early receipt of funds. A check clearance pattern is established by the Department which determines the period of days between check release and the date the funds are actually needed in the bank to honor check presentation. The purpose of the measurement is to determine compliance with the CMIA law and the achievement of zero dollars interest assessment caused by the Department to the State. The Department which determines the period of days between check release and the date the funds are actually needed in the bank to honor check presentation. The purpose of the measurement is to determine compliance with the CMIA law and the achievement of zero dollars interest assessment caused by the Department to the State.

What Data is Required? Actual expenditure transactions processed by the Expenditure Control Unit, Appropriation Control.

How is The Data Collected? The data is generated by internal actions. Expense transactions are processed and reviewed by the Accounting Manager. .

Frequency Data Collection - Expenses are entered daily or on an as needed basis. Data Reporting - Annual reporting of data is provided by the Expenditure Control Unit for all expense transactions for the Department. .

Calculation Methodology A report is run on all expense transactions for the year to generate the number of transactions processed.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

ADMINISTRATIVE SUPPORT	MANAGEMENT & FINANCE - APP. CONTROL	LAPAS CODE	20152
678A3.3		LAPAS KEY	K
<u>Contact person</u>	Keisha Payton	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Keisha Payton		

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

Performance Indicator **Number of cash management/revenue transactions processed**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
11,487	11,393	16,876	24,766	12,310	13,760	14,375	13,665	12,563

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. The Cash Management Improvement Act (CMIA) mandates the adherence to specific time frames for the drawing of federal funds to cover costs (checks released) in programs providing more than \$6,000,000 in annual revenue to the State. Interest is charged to the State for early receipt of funds. A check clearance pattern is established by the Department which determines the period of days between check release and the date the funds are actually needed in the bank to honor check presentation. The purpose of the measurement is to determine compliance with the CMIA law and the achievement of zero dollars interest assessment caused by the Department to the State.

What Data is Required? Cash receipt transactions are entered and maintained by the Revenue Section, Financial Management Unit, Division of Appropriation Control. Cash receipt is entered by accountants responsible for the requesting of federal funds.

How is The Data Collected? The data is generated by internal actions. Logs and draws are reviewed by the Revenue Supervisor.

Frequency Data Collection - Data are collected and entered daily, or as draws are made. Data Reporting - Annual reporting of data is provided by the Revenue Section for all cash receipt transactions.

Calculation Methodology Report is run on all cash receipt ansactions for the year to generate the number of cash/management/revenue transactions.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

ACADEMIC POLICY

LAPAS CODE 8496

678B1.1

Contact person Jessica Baghian

LAPAS KEY K

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The Academic Policy Activity will provide student level assessment data for at least 95% of eligible students in membership on February 1 and the test date.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
95%	97%	96%	96%	94%	90.2%	98.5%	99%	96.1%

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

What Data is Required? Statistics of students participating in the LEAP testing program and the October 1 membership for grades 3, 5, 6, 7 and 9

How is The Data Collected? Through student assessment

Frequency Annually

Calculation Methodology Percentage of students tested = number of students tested with LEAP divided by number of students (grades 3, 5, 6, 7 and 9) enrolled October 1

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

ACADEMIC POLICY

LAPAS CODE 8497

678B1.2

Contact person Jessica Baghian

LAPAS KEY K

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The Academic Policy Activity will provide student level assessment data for at least 95% of eligible students in membership on February 1 and the test date.

Performance Indicator **Percentage of eligible students tested by LEAP in grades 3, 5, 6 and 7**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
95%	96%	95%	96%	96%	98.3%	98.5%	99%	96.1%

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

What Data is Required? Statistics of students participating in the assessment program and October 1 student membership for each grade assessed

How is The Data Collected? Through the assessment process

Frequency Data collection: Annually; Data reporting: Annually; Timing: Annually

Calculation Methodology Percentage of students tested = number of students tested divided by the number of students (grades 4 and 8) enrolled October 1 membership

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

ACADEMIC POLICY

LAPAS CODE 25122

678B1.3

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) THE Academic Policy Activity will provide student level assessment data for at least 95% of eligible students in membership on February 1 and the test date.

Performance Indicator

Percentage of eligible students tested by high school assessments

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	97%	98%	97.5%	97.8%	96.2%	98.9%

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

What Data is Required? Statistics from students participating in initial testing for LEAP English I, English II, Algebra, Geometry, Biology & U.S> History

How is The Data Collected? Through student assessment

Frequency Annually

Calculation Methodology Percentage of students tested = number of students tested taking the initial LEAP tests in appropriate subject areas divided by the enrollment in classes with a LEAP assessment

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

ACADEMIC POLICY

LAPAS CODE 20363

678B2

Contact person Jessica Baghian

LAPAS KEY K

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The Academic Policy Activity, will continue showing improvement as defined by the School Accountability System as exhibited by 75% of the Louisiana schools meeting adequate yearly progress.

Performance Indicator **Percent of all schools that meet adequate yearly progress as defined by the School Accountability System**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
78.5%	74.6%	N/A	63.2	N/A	N/A	61.5%	79.0%	59.4%

Rationale Research indicates that students who have certified teachers typically achieve at higher academic levels. It is assumed that teachers who are certified and "highly qualified" as defined by NCLB, are better prepared to meet the needs of the diverse learners in the classroom, have a greater depth and breadth of content knowledge and provide a higher quality of instruction.

What Data is Required? Public and nonpublic participating agencies report the number of teachers who received tuition assistance supported by the 8(g) LTQ funds. This number is broken down into the following areas that are in alignment with the BESE established funding priorities: (1) Teachers that are taking courses required for certification; (2) Teachers taking courses required to become "highly qualified" as defined by NCLB; and (3) Teachers taking courses as part of a cohort.

How is The Data Collected? Data is collected on a quarterly basis from the participating agencies on a standardized Quarterly Evaluation Form developed by LDE. This form provides a breakdown of the number of teachers receiving tuition assistance in each of the three approved areas. This standardized form is disseminated to the participating agencies via the approved application for funds. Requests for data are sent to the participating agencies prior to the required due date.

Frequency Annual - End of Fiscal Year

Calculation Methodology The total number of teachers, by participating agency per quarter, receiving tuition assistance for successfully completing required courses.

Data Manipulations The total number of teachers by quarter and by participating agency. UNCLEAR TERMS: The total number of teachers may be different than the total number of courses paid for, either in full or in part, using the 8(g), LTQ funds.

Indicator Limitations Accuracy of data submitted by the participating agencies/systems. Failure of some systems to report data. Some teachers are double-counted.

Legislative/Mandates No Child Left Behind Act of 2001 requires that all teachers are 'highly qualified' by the end of SY 05-06. These funds are used to support teachers in achieving this goal.

DISTRICT SUPPORT

PORTFOLIO

LAPAS CODE 24030

678B3.1

LAPAS KEY K

Contact person Kunjjan Narechania

LAPAS TYPE OUTPUT

Who is responsible for data collection? Megha Upadhyaya

Objective (KEY) The Portfolio Activity, through Parental Options, will facilitate the creation and operation of high-quality charter schools for Louisiana's students and families by increasing the number of charter schools by 17 each year..

Performance Indicator

Number of new charter schools opened (all types)

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	14	14	12	18	17	17	17	10

Rationale

What Data is Required? Number of new charter schools opened each year

How is The Data Collected? Review and count of BESE approved schols and verification through opening process

Frequency Annual

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

PORTFOLIO

LAPAS CODE 24031

678B3.2

LAPAS KEY K

Contact person Kunjan Narechania

LAPAS TYPE OUTPUT

Who is responsible for data collection? Megha Upadhyaya

Objective (KEY) The Portfolio Activity, through Parental Options, will facilitate the creation and operation of high-quality charles for Louisiana's students and families by increasing the number of charter schools by 17 each year.

Performance Indicator

Number of operational charter schools (all types)

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	90	103	121	117	134	139	134	143

Rationale

What Data is Required? Number of schools in operation each year

How is The Data Collected? Review and count of operating schools

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

PORTFOLIO

LAPAS CODE 24032

678B3.3

LAPAS KEY K

Contact person Kunjan Narechania

LAPAS TYPE OUTCOME

Who is responsible for data collection? Megha Upadhyaya

Objective (KEY) The Portfolio Activity, through Parental Options, will facilitate the creation and operation of high-quality charles for Louisiana's students and families by increasing the number of charter schools by 17 each year.

Performance Indicator

Percentage of charter school students in Type 2 charter schools in operation for 3 years outperforming traditional public schools in both reading and math as measured by state assessments in grades 3 through 10

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	8.81%	4.8%	7%	3.8%	4.8%	5%	5%	5%

Rationale

What Data is Required? State assessment data for grades 3-10

How is The Data Collected? Testing vendor, DRC, will supply reports used for calculation

Frequency Annually

Calculation Methodology Average scaled scores of ELA and math for State compared to average scaled score of ELA and math for Type 2 charter schools

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

PORTFOLIO

LAPAS CODE

25124

678B3.4

LAPAS KEY

K

Contact person Kungan Narechania

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Megha Upadhyaya

Objective (KEY) The Portfolio Activity, through Parental Options, will facilitate the creation and operation of high-quality charles for Louisiana's students and families by increasing the number of charter schools by 17 each year.

Performance Indicator

Percentage of SBESE authorized charter schools eligible for renewal that meets renewal standards

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	75%	90%	90%	100%	100%	100%

Rationale Ensures the LDOE's legal authority

What Data is Required? Academic performance data, financial performance data, and organizational performance data

How is The Data Collected? By LDOE assessments and accountability teams; through the charter schools financial audit

Frequency Annually

Calculation Methodology

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates LA Charter School Law R.S. 17:3992

DISTRICT SUPPORT

PORTFOLIO

LAPAS CODE 25707

678B4.1

LAPAS KEY K

Contact person Kunjan Narechania

LAPAS TYPE INPUT

Who is responsible for data collection? Megha Upadhyaya

Objective KEY: The Portfolio Activity, through Parental Options, will facilitate student and family choice for those in underperforming schools by offering quality of options for Louisiana's students through the non-public scholarship program by having 8,000 scholarship seats offered annually through 2025

Performance Indicator

Number of scholarship seats offered

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	8,515	9,142	7512	6600	6909

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

What Data is Required? Number of scholarship program seats requested, seats approved, and the number of student awards allocated

How is The Data Collected? The LDOE assessments and accountability teams

Frequency Annually

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

Data Manipulations N/A

Indicator Limitations Number of seats may be reduced based on legislative budget cuts.

Legislative/Mandates N/A

DISTRICT SUPPORT

PORTFOLIO

LAPAS CODE 25708

678B4.2

LAPAS KEY K

Contact person Kunjan Narechania

LAPAS TYPE INPUT

Who is responsible for data collection? Megha Upadhyaya

Objective (KEY) The Portfolio Activity, through Parental Options, will facilitate student and family choice for those in underperforming schools by offering quality of options for Louisiana's students through the non-public scholarship program by having 8,000 scholarship seats offered annually through 2025.

Performance Indicator **Percentage of scholarship students retained from Quarter 1 enrollment to Quarter 4 enrollment**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	94.6%	94.8%	90%	90%	90%

Rationale Number of students who have accepted scholarship awards enrolled and are present at the first quarter of the school year and final quarter of the same school year

What Data is Required? First quarter and fourth quarter scholarship student enrollment count

How is The Data Collected? By the LDOE assessment and accountability teams

Frequency Quarterly

Calculation Methodology First and fourth quarter scholarship student enrollment count provided

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates LA State Law R.S. 17:4015 Program Administration; R.S. 17:4024 Reports

DISTRICT SUPPORT

FOOD AND NUTRITION SERVICES

LAPAS CODE 10983

678B5.1.1

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE OUTPUT

Who is responsible for data collection? Judy Stracener

Objective (KEY) The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
142	151	132	78	129	104	128	113	112

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

What Data is Required? LDE staff logs

How is The Data Collected? Obtained directly from LDE staff logs

Frequency Continuous

Calculation Methodology Summation of reviews conducted by DNA staff

Data Manipulations Various subgroups including school lunch and breakfast programs; summer food service programs and special milk programs

Indicator Limitations Accuracy of LDE staff recording of data

Legislative/Mandates 7 CFR 210

DISTRICT SUPPORT

FOOD AND NUTRITION SERVICES

LAPAS CODE 10985

678B5.1.2

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE OUTPUT

Who is responsible for data collection? Linda Lambert

Objective (KEY) The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
220	205	226	196	145	195	192	153	185

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

What Data is Required? LDE staff logs

How is The Data Collected? Obtain data from LDE staff logs

Frequency Continuous

Calculation Methodology Summation of reviews conducted by DNA staff

Data Manipulations By various subgroups

Indicator Limitations Accuracy of LDE staff recording of data

Legislative/Mandates 7 CFR 226

DISTRICT SUPPORT

FOOD AND NUTRITION SERVICES

LAPAS CODE 5651

678B5.1.3

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE OUTPUT

Who is responsible for data collection? Judy Stracener/Linda Lambert

Objective (KEY) The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

Performance Indicator

Number of nutrition assistance training sessions and workshops

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
80	112	129	32	32	30	65	52	90

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

What Data is Required? LDE staff logs

How is The Data Collected? Obtained directly from LDE staff logs

Frequency Continuous

Calculation Methodology Summation of training sessions and workshops conducted

Data Manipulations Various groups

Indicator Limitations Accuracy of LDE staff's recording of data

Legislative/Mandates National School Lunch Act

DISTRICT SUPPORT

FOOD AND NUTRITION SERVICES

LAPAS CODE 5652

678B5.1.4

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE OUTPUT

Who is responsible for data collection? Judy Stracener/Linda Lambert

Objective (KEY) The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

Performance Indicator **Number of nutrition assistance technical assistance visits**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
935	1334	2743	34	57	187	332	231	266

Rationale Amount of on-site assistance provided by LDE staff to subgrantees/sponsors

What Data is Required? LDE staff logs

How is The Data Collected? Obtained directly from LDE staff logs

Frequency Continuous

Calculation Methodology Summation of assistance visits conducted

Data Manipulations By each program

Indicator Limitations Accuracy of LDE staff logs

Legislative/Mandates 7 CFR 226

DISTRICT SUPPORT

FOOD AND NUTRITION SERVICES

LAPAS CODE 11317

678B5.2.1

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE QUALITY

Who is responsible for data collection? Thomas Telhiard

Objective (KEY) The Food and Nutrition Services Activity, through School Food and Nutrition and Day Care, to correctly approve annual applications/agreements with program sponsors, with an error rate of less than 8%, as determined through Fiscal Year Management Evaluations performed by the United States Department of Agriculture,.

Performance Indicator

USDA determined application/agreement error rate percentage for Louisiana School Food and Nutrition activity

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
0%	0%	0%	0%	0%	0%	0%	0%	0%

Rationale USDA Management Evaluation (ME) of the program operation (audit)

What Data is Required? USDA report on ME

How is The Data Collected? By USDA through ME

Frequency Annually or as scheduled by USDA

Calculation Methodology USDA Report

Data Manipulations

Indicator Limitations

Legislative/Mandates National School Lunch Act

DISTRICT SUPPORT

FOOD AND NUTRITION SERVICES

LAPAS CODE 11324

678B5.2.2

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE QUALITY

Who is responsible for data collection? Thomas Telhiard

Objective (KEY) The Food and Nutrition Activity, through School Food and Nutrition and Day Care, to correctly approve annual applications/agreements with program sponsors, with an error rate of less than 8%, as determined through Fiscal Year Management Evaluations performed by the United States Department of Agriculture staff.

Performance Indicator

USDA determined application/agreement error rate percentage for Louisiana Day Care Food and Nutrition activity

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
0%	0%	0%	0%	0%	0%	0%	0%	0%

Rationale USDA Management Evaluation (ME) of program operation (audit)

What Data is Required? USDA report on ME

How is The Data Collected? By USDA through ME

Frequency Annually or as scheduled by USDA

Calculation Methodology USDA report

Data Manipulations

Indicator Limitations

Legislative/Mandates 7 CFR 226

DISTRICT SUPPORT

CHILD CARE LICENSING

LAPAS CODE 25910

678B6.1

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE OUTPUT

Who is responsible for data collection? Sheila Campbell

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

Performance Indicator

Percentage of complaints completed within 30 days of receipt by the LDE of the complaint

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	91%

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

What Data is Required? Dates of request for complaint and dates of completion of visit

How is The Data Collected? Generated from liscensing database (BLAS)

Frequency Monthly

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

Data Manipulations Manually

Indicator Limitations Completing part of process has to be done manually

Legislative/Mandates All complaints must be investigated

DISTRICT SUPPORT

CHILD CARE LICENSING

LAPAS CODE 25911

678B6.2

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE OUTPUT

Who is responsible for data collection? Sheila Campbell

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

Performance Indicator **Percentage of annual inspections of all LDE Licensed Child Day Care Facilities renewed that were completed before the renewal date**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	99%	100%	99%

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

What Data is Required? Dates of annual visit completed and month of renewal

How is The Data Collected? Generated from licensing database (BLAS)

Frequency Monthly

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

Data Manipulations Manually

Indicator Limitations Completing part of process has to be done manually

Legislative/Mandates Bulletin 137 requires centers be visited at least once per year.

DISTRICT SUPPORT

CHILD CARE LICENSING

LAPAS CODE 25912

678B6.3

LAPAS KEY S

Contact person Lisa Brochard

LAPAS TYPE OUTPUT

Who is responsible for data collection? Sheila Campbell

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

Performance Indicator

Number of on-site visits conducted by the LDE

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	1861	4228	4520

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

What Data is Required? Number of centers and dates of visits completed

How is The Data Collected? Generated from liscensing database (BLAS)

Frequency Monthly

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

Data Manipulations Manually

Indicator Limitations Completing parts of process has to be done manually

Legislative/Mandates Bulletin 137 requires centers visited at least once per year.

DISTRICT SUPPORT

GRANTS

LAPAS CODE

23288

678B7

Contact person Catherine Pozniak

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Kenya D. Jenkins

Objective (KEY) The Grants Activity, through the administration of the 21st Century Learning Center Program, to have a 5% increase in the number of 21st Century Community Learning Center providers that earn a letter grade of A, B or C in the annual program evaluation process in academic performance.

Performance Indicator

Percentage increase in the number of 21st Century Community Learning Center providers that earn a performance rating of A, B or C in academic performance

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5%

Rationale To measure improvement in after-school provider effectiveness

What Data is Required? Number of 21st CCLC providers with a rating of satisfactory or higher for current and previous year (baseline)

How is The Data Collected? LDE staff determine performance ratings.

Frequency Annually

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

Data Manipulations None

Indicator Limitations None

Legislative/Mandates Title IV, Part B

DISTRICT SUPPORT

STATEWIDE MONITORING

LAPAS CODE 22135

678B8.1

LAPAS KEY K

Contact person Angela Randall

LAPAS TYPE OUTPUT

Who is responsible for data collection? Melissa Anders

Objective (KEY) The Statewid Monitoring Activity, through Special Populations, will ensure that 100% of evaluations are completed within the mandated timeline.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
99.9%	99.53%	99.7%	98.44%	99.09%	99.14%	98.37%	98.86%	98.69%

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

What Data is Required? Evaluation timeline data for students suspected of having a disability

How is The Data Collected? Specia Education Report (SER)

Frequency Monthly reports generated by ITS. Data compiled annually.

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

Data Manipulations ITS generates monthly reports.

Indicator Limitations

Legislative/Mandates LA State Performance Plan - Indicator 11 is a mandatory reporting requirement for US Office of Special Education Programs (OSEP)

DISTRICT SUPPORT

STATEWIDE MONITORING.

LAPAS CODE 22136

678B8.2

LAPAS KEY K

Contact person Joan Hunt

LAPAS TYPE OUTCOME

Who is responsible for data collection? Parris Taylor

Objective (KEY) The Statewide Monitoring Activity, through Special Populations, will ensure that the State provides a general supervision system (including monitoring, complaints, hearings, etc.) that identifies and corrects 100% of noncompliance as soon as possible but in no case later than one year from identification.

Performance Indicator

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
97.06%	N/A	97.1%	100%	N/A	100%	100%	100%	98.04%

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

What Data is Required? Number of IDEA findings of noncompliance
Number of corrections completed

How is The Data Collected? Summary of findings report written after investigation of policies, practices and procedures during on-site monitoring
Complaint findings written by Legal Department after investigation

Frequency Annually

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

Data Manipulations Onsite monitoring citations are handled by Program Review staff.
Summary of Findings are maintained on password ptotected computer.

Indicator Limitations None

Legislative/Mandates Mandatory reporting requirement for US Office of Special Education Programs, LA Annual Performance Report
100% Performance Standard for this indicator is required by the federal government.

DISTRICT SUPPORT

TALENT- TEACHER CERTIFICATION

LAPAS CODE 8503

678B9.1

Contact person Hannah Dietsch

LAPAS KEY K

Who is responsible for data collection? Christy Bellue

LAPAS TYPE OUTPUT

Objective (KEY) The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
100%	99.98%	99.90%	100%	99.9%	99.98%	100%	99.0%	99.90%

Rationale The Division of Certification and Preparation 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 in order to enable districts to prepare accurate Annual School Reports

What Data is Required? A report of the number of requests entered into the system by the staff and the number of requests completed by the staff.

How is The Data Collected? 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 after 45 days.

Frequency Annual indicator that is reported cumulatively by quarter.

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 within 45 days.

Data Manipulations Data are aggregated at the state level.

Indicator Limitations This indicator may be negatively impacted by the teacher's failure to provide the staff with the appropriate documentation (experience verification from the district, official transcripts, fees, course substitution letter from the dean of the college/university, etc.). This requires that staff respond and then wait for further documentation before completing a case. UNCLEAR TERMS: The expression "certification requests completed" means staff completed one of the following types of actions: a) evaluated a teacher's transcripts and sent a response to the teacher, b) sent a declination letter in response to a request for an endorsement, c) sent a response to a certification inquiry, or d) added an endorsement.

Legislative/Mandates

DISTRICT SUPPORT

TALENT - TEACHER CERTIFICATION

LAPAS CODE 23282

678B9.2

Contact person Hannah Dietsch

LAPAS KEY K

LAPAS TYPE OUTCOME

Who is responsible for data collection? Christy Bellue

Objective .(KEY) The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.

Performance Indicator **Percentage of teacher certification applicants that report the experience as "Satisfactory" on the teacher certification survey**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
89.1%	81.8%	96.5%	74.0%	97.0%	96.0%	91.0%	90.0%	92.0%

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.

What Data is Required? The percentage of educators that rank their overall satisfaction with the certification process on the online Certification Customer Service Survey as Very Satisfied, Somewhat Satisfied, Satisfied or Unstatisfied, which is in the process of being updated for FY 19-20.

How is The Data Collected? 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.

Frequency Quarterly

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

Data Manipulations None

Indicator Limitations This indicator only measures the satisfaction of stakeholders using our online portal. The impact of certification services and technical support services provided via telephone, email, conferences, meetings etc., is not measured by this indicator.

Legislative/Mandates None

DISTRICT SUPPORT

TALENT - TEACHER CERTIFICATION

LAPAS CODE 23283

678B9.3

Contact person Hannah Dietsch

LAPAS KEY K

LAPAS TYPE EFFICIENCY

Who is responsible for data collection? Christy Bellue

Objective .(KEY) The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
5.76	4.91	6.94	6.2	7.8	3.18	2.68	2.90	.88

Rationale To ensure that a priority is placed on the timely issuance of Standard teaching certificates

What Data is Required? The following fields are used from the Teacher Certification database: Case ID, Open Date, Approved Date, Days, PersonalID, FirstName, MiddleName, LastName, SNN.

How is The Data Collected? 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 (Standard/Non-Standard, etc.)

Frequency Quarterly

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.

Data Manipulations None

Indicator Limitations This indicator may be negatively impacted by the teacher's failure to provide the staff with the appropriate documentation (experience verification from the district, official transcripts, fees, course substitution letter from the dean of the college/university, etc.). This requires that staff respond and then wait for further documentation before completing a case.

Legislative/Mandates None

DISTRICT SUPPORT

TALENT

LAPAS CODE 25710

678B10.1

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTPUT

Who is responsible for data collection? Jennie Moctezuma

Objective (KEY) The Talent Activity, through Teacher Evaluation, will have 100% of the Local Education Agencies (LEAs) statewide that are having 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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	90%	96%	93%

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

What Data is Required? Evaluation completion rates

How is The Data Collected? Export from Compass Information System (CIS)

Frequency Annually

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

Data Manipulations Numerator: complete teacher and counselor evaluations submitted;
Denominator: teachers and counselors on employee rosters

Indicator Limitations 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.

Legislative/Mandates All LEAs are required to submit teacher and counselor evaluations annually

DISTRICT SUPPORT

TALENT

LAPAS CODE 25711

678B10.2

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTCOME

Who is responsible for data collection? Jennie Moctezuma

Objective (KEY) The Talent Activity, through Teacher Evaluation, will have 100% of the Local Education Agencies (LEAs) statewide that are having 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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	75%	82%	90%

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

What Data is Required? Evaluation completion rates

How is The Data Collected? Export from Compass Information System (CIS)

Frequency Annually

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

Data Manipulations Numerator: complete leader evaluations submitted;
Denominator: leaders on employee rosters

Indicator Limitations 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.

Legislative/Mandates All LEAs are required to submit teacher and leader evaluations annually

DISTRICT SUPPOET

TALENT

LAPAS CODE 25712

678B10.3

Contact person Hannah Dietsch

LAPAS KEY K

LAPAS TYPE INPUT

Who is responsible for data collection? Jennie Moctezuma

Objective (KEY) The Talent Activity, through Teacher Evaluation, will have 100% of the Local Education Agencies (LEAs) statewide that are having 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**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	100%

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

What Data is Required? LEA roster within Compass Information System (CIS)

How is The Data Collected? Export from Compass Information System (CIS)

Frequency Annually

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

Data Manipulations LEAs with access to CIS; Denominator: LEAs in the sponsor site system

Indicator Limitations N/A

Legislative/Mandates All LEAs are required to submit in order to submit access must be provided to Cis

DISTRICT SUPPORT

STUDENT OPPORTUNITIES

LAPAS CODE 23265

678B11.1

LAPAS KEY K

Contact person Ken Bradford

LAPAS TYPE OUTCOME

Who is responsible for data collection? Jessica Vallelungo

Objective (KEY) The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 7% of students will be awarded a national or state IBC.

Performance Indicator

Number of students awarded a national or state IBC

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
6,128	8,853	11,626	15,202	14,473	17,151	27,986	43,098	63,304

Rationale Students who earn the Industry-Based Certifications(IBCs) have valid documentation that substantiates that the student has met the industry's skill standards for job specific, entry-level employability skills. .

What Data is Required? District level, self-reported information that provides the number of students receiving IBCs by type, i.e., the number of students receiving Emergency Medical Responder Certification, etc.

How is The Data Collected? Through the Career and Technical Education Data System (CATE). Note: Data is self-reported by districts includes certificate from certifying agency and student transcript system.

Frequency Annually

Calculation Methodology Web-based data collection program

Data Manipulations Data are aggregated at the state level.

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

STUDENT OPPORTUNITIES

LAPAS CODE 24505

678B11.2

LAPAS KEY K

Contact person Ken Bradford

LAPAS TYPE INPUT

Who is responsible for data collection? Jessica Vallelungo

Objective (KEY) The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 7% of students will be awarded a national or state IBC.

Performance Indicator

Percentage of students awarded a national or state IBC

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	5.00%	6.10%	7.90%	7.00%	5.20%	12.89%	20.00%	28.95%

Rationale Students who earn the Industry-Based Certifications(IBCs) have valid documentation that substantiates that the student has met the industry's skill standards for job specific, entry-level employability skills.

What Data is Required? Number of students awarded IBC / number of students in grades 9-12

How is The Data Collected? Number comes from CATE

Frequency Annually

Calculation Methodology Web-based data collection program

Data Manipulations Data are aggregated at the State level.

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

STUDENT OPPORTUNITIES

LAPAS CODE 25713

678B11.3

Contact person Ken Bradford

LAPAS KEY K

LAPAS TYPE INPUT

Who is responsible for data collection? Jessica Vallelungo

Objective (KEY) The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 7% of students will be awarded a national or state IBC.

Performance Indicator

Number of IBC training opportunities

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	9	38	40	51	59

Rationale .Trained educators with IBCs broadens opportunities for students to earn IBCs which expands access to the workforce and enhances pathways to prosperity.

What Data is Required? Number of training opportunities offered

How is The Data Collected? Data comes from the Office of Student Opportunity beb-based training calendar.

Frequency Quarterly

Calculation Methodology Manual collection

Data Manipulations Data are aggregated at the state level.

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

Student Opportunities

LAPAS CODE 26037

678B11.4

LAPAS KEY K

Contact person Ken Bradford

LAPAS TYPE Output

Who is responsible for data collection? Lisa French

Objective The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 7% of students will be awarded a national or State IBC.

Performance Indicator **Number of students awarded two or more national/State IBCs**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25,374

Rationale Students who earn the Industry-Based Certifications(IBC) have valid documentation that substantiates that the student has met the industry's skill standards for job specific, entry-level employability skills.

What Data is Required? Number of students earning two or more IBCs

How is The Data Collected? Number comes from Career and Technical Education

Frequency Annually

Calculation Methodology Web-based data collection program

Data Manipulations Data are aggregated at the State level.

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

Student Opportunities

LAPAS CODE 26038

678B11.5

LAPAS KEY K

Contact person Ken Bradford

LAPAS TYPE Output

Who is responsible for data collection? Jessica Vallelungo

Objective The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 7% of students will be awarded a national or State IBC.

Performance Indicator

Number of students completing financial aid planning

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35,437

Rationale Students who complete financial aid planning enhance their access to postsecondary education.

What Data is Required? Number of students completing the Free Application for Federal Student Aid(FAFSA).

How is The Data Collected? Number is collected through Federal Student Aid, an office of the U.S. Department of Education.

Frequency Quarterly

Calculation Methodology Web-based data collection

Data Manipulations Data are aggregated at the State level.

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23273

678B12.1.1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate programs and training to have the LA 4-Year Cohort Graduation Rate increase by 2% annually thereby reducing the high school dropout rate.

Performance Indicator **Percent increase of the LA 4-Year Cohort Graduation Rate**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
.8%	3.7%	N/A	1.2%	1.1%	N/A	2.9%	1.1%	N/A

Rationale Key goal of High School Redesign Commission to address the low graduation rate

What Data is Required? Percentage increase in LA 4-Year Cohort Graduation Rate

How is The Data Collected? High schools enter data into Student Info System (SIS) and Student Transcript System (STS). Data collected edited by Data Mgt. Staff to produce the "Annual LA State Education Progress Report".

Frequency Annual - Year End

Calculation Methodology Cohort graduation rate of current year minus cohort graduation rate of previous year divided by cohort graduation rate of previous year. (Cohort graduation rate = % of students who entered 9th grade and graduated 4 years later).

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23274

678B12.1.2

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE INPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate programs and training to have the LA 4-Year Cohort Graduation Rate increase by 2% annually thereby reducing the high school dropout rate

Performance Indicator

High school 4-Year Cohort Graduation Rate

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
67.4%	69.4%	N/A	73.5%	74.6%	N/A	77.5%	78.1%	N/A

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

What Data is Required? High School 4-year Cohort Graduation Rate

How is The Data Collected? 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".

Frequency Annual - Year End

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

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23275

678B12.1.3

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE INPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate programs and training to have the LA 4-Year Cohort Graduation Rate increase by 2% annually thereby reducing the high school dropout rate.

Performance Indicator

High school dropout rate

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
4.70%	4.10%	N/A	4.70%	4.50%	N/A	4.27%	3.88%	3.66%

Rationale Key goal of High School Redesign Commission to reduce high dropout rate.

What Data is Required? High School Dropout Rate

How is The Data Collected? High schools enter data into Student Information System (SIS). Data collected/edited by Data Management staff to produce the "District and State Dropout numbers and Percentage Report".

Frequency Annual - Year End

Calculation Methodology Aggregated dropout numbers and percents for grades 9 - 12

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23270

678B12.1.4

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate programs and training to have the LA 4-Year Cohort Graduation Rate increase by 2% annually thereby reducing the high school dropout rate.

Performance Indicator

Decrease in the annual high school dropout rate

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
1.60%	.50%	N/A	N/A	.20%	N/A	.20%	.35%	.22%

Rationale Key goal of High School Redesign Commission to reduce high dropout rate.

What Data is Required? High school dropout rate decrease

How is The Data Collected? High schools enter data into Student Information System (SIS). Data collected/edited by Data Management staff to produce the "District and State Dropout Numbers and Percentage Report".

Frequency Annual - Year End

Calculation Methodology Aggregated dropout numbers and percents for grades 9 - 12

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23276

678B12.2.1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will see that all high school students are prepared to be college and career ready by increasing the percent of the graduating class with an ACT score of 18 or higher in English and 19 or higher in Math by 1% annually.

Performance Indicator **Increase the percent of graduating class with ACT score of 18 or higher in English and 19 or higher in Math**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
.90%	N/A	N/A	-20.1%	-6.2%	N/A	2.2%	-.60%	-2.0%

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

What Data is Required? Percent Increase of Graduating Class with ACT Score of 18 or higher in English and 19 or Higher in Math

How is The Data Collected? Raw data from the ACT High School Profile Report is filtered using the referenced criteria.

Frequency Annual - Year End

Calculation Methodology Current year % minus previous year %

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23277

678B12.2.2

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE INPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will see that all high school students are prepared to be college and career ready by increasing the percent of the graduating class with an ACT score of 18 or higher in English and 19 or higher in Math by 1% annually.

Performance Indicator **Percent of graduating class with ACT score of 18 or higher in English and 19 or higher in Math**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
40.8%	40.0%	N/A	34.6	32.5	N/A	33.2%	32.6%	32.0%

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

What Data is Required? Percent Increase of Graduating Class with ACT Score of 18 or higher in English and 19 or higher in Math

How is The Data Collected? Raw data from the ACT High School Profile Report is filtered using the referenced criteria.

Frequency Annual - Year End

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

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 5762

678B13.1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks will provide support to local school districts to ensure that 50% or more of 3rd grade students are performing at basic or above in English Language Arts (ELA) on the Statewide Assessment.

Performance Indicator **Percent of participating students reading on or above grade level in 3rd grade**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
58.0%	N/A	69.0%	72.0%	58.0%	62.4%	62.0%	69.0%	62.6%

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.

What Data is Required? The percentage of participating students reading on and above grade level

How is The Data Collected? Statewide assessment of Kindergarten - 3rd graders required by law at the beginning of each school year

Frequency Annually

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates Act 450 of the 1997 Legislative Session

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 24504

678B13.2

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will provide assistance to the LEAs to reach the goal of 62% or more of 8th grade students performing at abasic or above in ELA on the Statewide Assessment.

Performance Indicator **Percent of 8th graders performing at mastery or in ELA on the 8th grade LEAP 2025 Assessment**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	67%	69%	66%	70%	77%	71%	72%

Rationale

What Data is Required? 8th grade LEAP test results at the LEA level

How is The Data Collected? Testing vendor, DRC. will supply reports used for calculation.

Frequency Annually

Calculation Methodology Number of students performing mastery or above divided by the number of tests taken

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23262

678B13.3

LAPAS KEY K

Contact person Jessica Beghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will provide support to Local Education Agencies (LEAs) to reach the goal of 66% or more of 8th grade students performing at abasic or above in mathematics on the Statewide Assessment.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
65.7%	N/A	73.0%	66.0%	64.0%	55.0.0%	56.0%	52.0%	52.0%

Rationale In support of the DOE Agency goals that children will arrive in 4th grade on time, and have grade level mathematics skills at the 8th grade, the goal of the Ensuring Numeracy for All (ENFA) Initiative is to improve students' achievement in mathematics in participating ENFA schools. In an effort to measure progress toward this goal, the grant requires participating schools to assess all students in mathematics and report the number performing on grade level.

What Data is Required? The percent of stdents working on grade level in mathematics in schools that received Ensuring Numeracy for All funding for the fiscal year being reported.

How is The Data Collected? Information will be compiled from the Ensuring Numeracy for All End-of-Year reports submitted by districts and schools and uploaded to the ENFA Blackboard Dropbox.

Frequency Annually

Calculation Methodology The number of students assessed for each district and the number performing at grade level are listed on an Excel spreadsheet. The numbers are totaled to derive a state total number of students assessed in mathematics and the total performing on grade level. The percentage performing on grade level is derived from those totals.

Data Manipulations Because schools did not have a single statewide assessment for grades PreK-5 to be used four times during the year, reports will have to be manipulated to ensure that we are reporting the same information.

Indicator Limitations The indicator is limited to the schools funded through Ensuring Numeracy for All in grades K-5.

Legislative/Mandates Mathematics assessment in Ensuring Numeracy for All schools is not required by law or mandate but is a requirement of the numeracy grant with funding provided by the Legislature and approved by SBESE.

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23285

678B14.1

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTCOME

Who is responsible for data collection? Jennifer Tuttleton

Objective (KEY) The District Support Networks Activity will provide professional development opportunities to individual schools implementing the Teacher Advancement Program such that 85% of those schools will achieve a schoolwide value added score of 2 or above on the school value score.

Performance Indicator

Percentage of schools implementing the Teacher Advancement Program achieving a schoolwide value added gain score of 2 or above on the school value score

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
86.11%	79.60%	70.90%	83.00%	98.00%	98.00%	100%	91.00%	93.00%

Rationale TAP, a section of DPD, advances student achievement by increasing the availability of effective teachers in all classrooms; improving the leadership and instructional capacity of educators to affect change within our schools; and empowering school leadership teams to make data-driven decisions that will increase student achievement.

What Data is Required? CUR data (teacher/student/course)
Sddrdd,rmy/Statewide testing data obtained for LDOE Division of Assessments and Accountability

How is The Data Collected? A CD with teacher and student data for each TAP school is provided to SAS/EVAAS. A CD is provided to the TAP/Code Program consultant which contains the TAP Student Level (Test) Data. These files are then uploaded to SAS/EVAAS. SAS analyzes the test data and makes linkages with the student and teacher data.

Frequency Annually

Calculation Methodology The calculation includes the percentage of schools implementing TAP with a gain of 3 divided by the number of TAP schools with value added scores.

Data Manipulations Data are aggregated to the state level.

Indicator Limitations The finalized accountability test data being available during the current school/fiscal year is a limitation. Typically this data is not available until fall of the next school/fiscal year.

Legislative/Mandates None

DISTRICT SUPPORT	DISTRICT SUPPORT NETWORKS	LAPAS CODE	23286
678B14.2		LAPAS KEY	K
<u>Contact person</u>	Hannah Deitsch	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Jennifer Tuttleton		

Objective (KEY) The District Support Networks Activity will provide professional development opportunities to individual schools implementing the Teacher Advancement Program, such that 85% of those schools will achieve a schoolwide value added score of 2 or above on the school value score.

Performance Indicator

Percentage of classroom teachers participating in the Teacher Advancement Program scoring 2.5 or above on TAP knowledge, Skills, and Responsibility rubric

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
97.94%	97.68%	94.74%	96.00%	95.00%	96.00%	97.00%	96.00%	93.10%

Rationale TAP advances student achievement by increasing the availability of effective teachers in all classrooms; improving the leadership and instructional capacity of educators to affect change within our schools; and empowering school leadership teams to make data-driven decisions that will increase student achievement.

What Data is Required? Announced and unannounced teacher observations by multiple, trained and certified evaluators using the TAP instructional rubrics.

How is The Data Collected? Each teacher at a TAP school is evaluated four to six times a year. These observations are then entered in the Comprehensive Online Data Entry (CODE) System. The scores from a teacher's evaluations combine with a "responsibility score" to make up part of his/her opportunity to pull from a bonus pool of money in the performance-based pay element of TAP.

Frequency Annually

Calculation Methodology The calculation includes the percentage of classroom teachers in TAP scoring 2.5 or above divided by a responsibility RUBRIC. The RUBRIC is calculated by dividing the teachers in year 2 schools with a score of 2.5 or above divided by the total number of teachers with a score.

Data Manipulations TAP certified evaluators observe based on the TAP instructional RUBIC . The weighed value of the observation scores are configured by the comprehensive online data entry system (CODE).

Indicator Limitations None

Legislative/Mandates None

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 25128

678B15.1

LAPAS KEY K

Contact person Jessica Beghian

LAPAS TYPE INPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will assign Network Coaches to low-performing schools such that 15% of low-performing schools will annually be removed from the AUS list.

Performance Indicator **Number of low-performing and AUS schools that received Network Support**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	118	120	N/A	24	87	535

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

What Data is Required? School performance scores and network activities

How is The Data Collected? Calculation of school performance scores

Frequency Annually

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

Data Manipulations Calculation of score

Indicator Limitations N/A

Legislative/Mandates Requirement to support priority schools (F schools)

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 25129

678B15.2

LAPAS KEY K

Contact person Jessica Beghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will assign Network Coaches to low-performing schools such that 15% of low-performing schools will annually be removed from the AUS list.

Performance Indicator

Percentage of low-performing and AUS schools that received Network support that increased their annual SPS score by 5%

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	21	5	N/A	25%	45%	N/A

Rationale Low-performing schools receiving support should be improving each year

What Data is Required? School performance scores for current and prior year

How is The Data Collected? Calculation of school performance score

Frequency Annually

Calculation Methodology Comparison of current to prior year school performance score

Data Manipulations Comparison to prior year

Indicator Limitations N/A

Legislative/Mandates Improvement of priority schools

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 25130

678B15.3

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The District Support Networks Activity will assign Network Coaches to low-performing schools such that 15% of low-performing schools will annually be removed from the AUS list.

Performance Indicator

Percentage of low-performing schools that annually improve to be removed from the list of AUS schools

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	48%	23%	N/A	27%	28%	9%

Rationale Low-performing schools should be improving in such a way that they are eventually removed from the list of AUS schools

What Data is Required? Current and prior year school performance scores

How is The Data Collected? Comparison of current and prior year school performance scores and resulting letter grades

Frequency Annually

Calculation Methodology Comparison of prior year schools with F letter grades to list of current year in order to determine those that are no longer

Data Manipulations Comparison

Indicator Limitations N/A

Legislative/Mandates Support and improvement of priority schools

AUXILIARY PROGRAMS

TALENT - TEACHER CERTIFICATION

LAPAS CODE 25131

678C1.1

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTPUT

Who is responsible for data collection? Christy Bellue

Objective (KEY) The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
100%	99.98%	99.90%	100%	99.90%	99.98%	100%	99.00%	99.90%

Rationale The Division of Certification and Preparation 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 in order to enable districts to prepare accurate Annual School Reports.

What Data is Required? A report of the number of requests entered into the system by the staff and the number of requests completed by the staff.

How is The Data Collected? 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 after 45 days.

Frequency Annual indicator that is reported cumulatively by quarter.

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 within 45 days.

Data Manipulations Data are aggregated at the state level.

Indicator Limitations This indicator may be negatively impacted by the teacher's failure to provide the staff with the appropriate documentation (experience verification from the district, official transcripts, fees, course substitution letter from the dean of the college/university, etc.). This requires that staff respond and then wait for further documentation before completing a case. UNCLEAR TERMS: The expression "certification requests completed" means staff completed one of the following types of actions: a) evaluated a teacher's transcripts and sent a response to the teacher, b) sent a declination letter in response to a request for an endorsement, c) sent a response to a certification inquiry, or d) added an endorsement.

Legislative/Mandates

AUXILIARY PROGRAMS

TALENT - TEACHER CERTIFICATION

LAPAS CODE 25132

678C1.2

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE INPUT

Who is responsible for data collection? Sara Delano

Objective (KEY) The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.

Performance Indicator **Percentage of teacher certification applicants that report the experience as "Satisfactory" on the teacher certification survey**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
89.1%	81.8%	86.5%	74.0%	97.0%	96.0%	91.0%	90.0%	92.0%

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.

What Data is Required? The percentage of educators that rank their overall satisfaction with the certification process on the online Certification Customer Service Survey as Very Satisfied, Somewhat Satisfied, Satisfied or Unstatisfied, which is in the process of being updated for FY 19-20.

How is The Data Collected? 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.

Frequency Quarterly

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

Data Manipulations None

Indicator Limitations This indicator only measures the satisfaction of stakeholders using our online portal. The impact of certification services and technical support services provided via telephone, email, conferences, meetings etc., is not measured by this indicator.

Legislative/Mandates None

AUXILIARY PROGRAMS

TALENT - TEACHER CERTIFICATION

LAPAS CODE 25133

678C1.3

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTCOME

Who is responsible for data collection? Christy Bellue

Objective (KEY) The Talent Activity, through the Teacher Certification Division, will process 96% of the certification requests within the 45-day guideline.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
5.76	4.91	6.94	6.20	7.80	3.18	2.68	2.90	.88

Rationale To ensure that a priority is placed on the timely issuance of standard teaching certificates.

What Data is Required? The following fields are used from the Teacher Certification database: Case ID, Open Date, Approved Date, Days, PersonalID, FirstName, MiddleName, LastName, SNN.

How is The Data Collected? 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 (Standard/Non-Standard, etc.).

Frequency quarterly

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.

Data Manipulations None

Indicator Limitations This indicator may be negatively impacted by the teacher's failure to provide the staff with the appropriate documentation (experience verification from the district, official transcripts, fees, course substitution letter from the dean of the college/university, etc.). This requires that staff respond and then wait for further documentation before completing a case.

Legislative/Mandates None

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - NCLB

LAPAS CODE 15820

681A1.1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Jennifer Baird/Van Fabre

Objective (KEY) The Federal Programs Activity, through the ESSA, the helping Disadvantaged Children Meet High Standards Title I funding, to increase the percentage of students in Title I schools who are at or above the proficient level in English/language arts and or mathematics on the LEAP 2025 test, such that 68.4% of the students in the Title I schools are at or above the proficient level in English/language arts and at 65.2% in mathematics.

Performance Indicator

Percentage of students in Title I schools who are at or above the proficient level in English/language arts on the LEAP 2025 test

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
64.80%	64.58%	66.46%	68.60%	N/A	N/A	67.40%	66.90%	38.30%

Rationale Aligns components of LA Accountability System with ESSA

What Data is Required? Student performance levels on LEAP

How is The Data Collected? Testing contractor collects data and DOE verifies.

Frequency Yearly

Calculation Methodology Number of students who met their growth target or out performed their peers on a value-added growth measure in Title I schools divided by the number of students in Title I schools taking the LEAP.

Data Manipulations School, State

Indicator Limitations This indicator has been requested to be replaced with "Percentage of title 1 students who are in schools that are not identified for Comprehensive Intervention or Urget Intervention."

Legislative/Mandates ESSA

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - NCLB

LAPAS CODE 15821

681A1.2

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Jennifer Baird/Van Fabre

Objective (KEY) The Federal Programs Activity, through the ESSA, the helping Disadvantaged Children Meet High Standards Title I funding, to increase the percentage of students in Title I schools who are at or above the proficient level in English/language arts and or mathematics on the LEAP 2025 test, such that 68.4% of the students in the Title I schools are at or above the proficient level in English/language arts and at 65.2% in mathematics.

Performance Indicator

Percentage of students in Title I schools who are at or above the proficient level in mathematics on the LEAP 2025 test

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
64.70%	62.94%	65.98%	66.2%	N/A	N/A	61.80%	60.50%	29.00%

Rationale Aligns components of LA Accountability System with ESSA

What Data is Required? Student performance levels on LEAP

How is The Data Collected? Testing contractor collects data and DOE verifies

Frequency Yearly

Calculation Methodology Number of students who met their growth target or out performed their peers on a value-added growth measure in Title I schools divided by the number of students in Title I schools taking the LEAP.

Data Manipulations School, State

Indicator Limitations This indicator has been requested to be replaced with "Percentage of title 1 students who are in schools that are not identified for Comprehensive Intervention or Urget Intervention."

Legislative/Mandates No Child Left Behind Act of 2001

SCHOOL AND DISTRICT SUPPORTS	DISADVANTAGED FEDERAL PROGRAMS - NCLB	LAPAS CODE	15822
681A1.3		LAPAS KEY	K
<u>Contact person</u>	Jessica Baghian	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Jennifer Baird/Van Fabre		

Objective (KEY) The Federal Programs Activity, through the ESSA, the helping Disadvantaged Children Meet High Standards Title I funding, to increase the percentage of students in Title I schools who are at or above the proficient level in English/language arts and or mathematics on the LEAP 2025 test, such that 68.4% of the students in the Title I schools are at or above the proficient level in English/language arts and at 65.2 %in mathematics.

Performance Indicator **Percentage of Title I schools that make adequate yearly progress as defined by ESSA**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
87.1%	79.4%	N/A	65.1%	N/A	N/A	63.0%	85.0%	52.7%

Rationale Aligns Louisiana's accountability system with mandates of ESSA.

What Data is Required? LEAP and EOC test results from current and prior year, attendance and dropout data from 1 and 2 years prior.

How is The Data Collected? Test data are collected by contractor and verified by DOE. Graduation, credit accumulation and dropout data are reported by the DOE to districts and verified with a lengthy process.

Frequency Yearly

Calculation Methodology Schools are evaluated by several measures. The subgroups that compose a school (7 ethnic, students with disabilities, disadvantaged students, limited English proficient, military affiliation, homeless and foster care) are evaluated on English Language Arts, math, attendance, and dropouts. If performance is low, they are considered for improvement in these areas. Overriding all is a required 95% participation rate.

Data Manipulations Subgroups now receive performance scores that are calculated the same way as schools if they earn D or F for two years in a row, they are identified for urgent intervention

Indicator Limitations Indicator lanuage changes in FY 19-20 to read as Percentage of Title 1 schools that are not identified for Comprehensive or Urgent Intervention Schools

Legislative/Mandates ESSA

SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22139
681A2.1.1		LAPAS KEY	K
<u>Contact person</u>	Bernell Cook	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Iris Jones		

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator **Percentage of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
18.4%	27.35%	23.14%	N/A	N/A	4%	16.86%	14.91%	19.01%

Rationale

What Data is Required? Table 5, Section B, Columns 3 A-C, Report of Children with Disabilities

How is The Data Collected? Information submitted by each LEA

Frequency Annually

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:1941
Bulletin 1706

SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22140
681A2.1.2		LAPAS KEY	K
<u>Contact person</u>	Kristi Jo Preston	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Ashley Augustine		

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
92.70%	98.70%	97.64%	97.6%	96.74%	98.21%	97.59%	95.95%	95.93%

Rationale To ensure an appropriate education based on the students needs and on the individually designed educational program

What Data is Required? Number of students eligible; students served; settings utilized; services provided; personnel employed; disability category represented; duration and length of service variations

How is The Data Collected? SER

Frequency Annually

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates IDEA

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.

LAPAS CODE 22141

681A2.1.3

LAPAS KEY K

Contact person Angela Randall

LAPAS TYPE OUTPUT

Who is responsible for data collection? Phyllis Butler

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
50%	76%	71%	100%	100%	100%	100%	100%	100%

Rationale All students with disabilities 16 and above are required to have a transition plan in accordance with IDEA.

What Data is Required? IEPs on students 16 and above

How is The Data Collected? On-site monitors review IEPs for compliance

Frequency Annually

Calculation Methodology Percent of IEPs monitored in compliance with transition regulations

Data Manipulations Only IEPs actually monitored are figured into percentage

Indicator Limitations Federal law/regulations

Legislative/Mandates IDEA

SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22142
681A2.1.4		LAPAS KEY	K
<u>Contact person</u>	Kristi Jo Preston	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Ashley Augustine		

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator **Percentage of students with IEPs aged 6 through 21 removed from regular class less than 21% of the day**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
61.30%	60.80%	61.10%	61.20%	N/A	62.30%	61.40%	59.67%	60.72%

Rationale Key indicator based on Federal (IDEA) requirement in the SPP

What Data is Required? Setting indicated on IEP

How is The Data Collected? Information about IEPs entered into SER at local level

Frequency Annually

Calculation Methodology Percent of total number of students with disabilities in particular setting

Data Manipulations Raw data used

Indicator Limitations None

Legislative/Mandates IDEA

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.

LAPAS CODE 22143

681A2.1.5

LAPAS KEY K

Contact person Kristi Jo Preston

LAPAS TYPE OUTPUT

Who is responsible for data collection? Ashley Augustine

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator **Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
14.30%	14.10%	13.70%	13.50%	N/A	13.90%	14.30%	13.91%	14.71%

Rationale Key indicator based on IDEA requirement in the SPP

What Data is Required? Setting indicated on IEP

How is The Data Collected? Information about IEPs entered into SER at local level

Frequency Annually

Calculation Methodology Percent of total number of students with disabilities in particular setting

Data Manipulations Raw data used

Indicator Limitations None

Legislative/Mandates IDEA

SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22144
681A2.1.6		LAPAS KEY	K
<u>Contact person</u>	Kristi Jo Preston	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Ashley Augustine		

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations, will ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

Performance Indicator **Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, homebound, or hospital placements**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
1.50%	1.40%	1.30%	1.30%	N/A	1.40%	1.32%	1.33%	1.25%

Rationale Key indicator based on IDEA requirement in the SPP

What Data is Required? Setting indicated on IEP

How is The Data Collected? Information about IEPs entered into SER at local level

Frequency Annually

Calculation Methodology Percent of stated number of students with disabilities in particular setting

Data Manipulations Raw data used

Indicator Limitations None

Legislative/ Mandates IDEA

SCHOOL AND DISTRICT SUPPORTS

STATE AND FEDERAL PROGRAMS

LAPAS CODE 25913

681A2.1.7

LAPAS KEY K

Contact person Kristi Jo Preston

LAPAS TYPE OUTPUT

Who is responsible for data collection? Ashley Augustine

Objective (KEY) Through Special Education - State and Federal Programs, to ensure that 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education.

Performance Indicator

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	33.00%	36.70%	42.80%	44.30%	46.64%

Rationale A student graduating from a public K-12 school with a high school diploma is an indicator of success

What Data is Required? Number of special education students in the adjusted cohort graduation rate

How is The Data Collected? Data is collected in Student Information System (SIS)

Frequency Annually

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

Data Manipulations Students with disabilities subgroup cohort graduation rate is calculated separately and reported as such for this indicator

Indicator Limitations None

Legislative/Mandates Data is submitted to the federal government/OSEP via our federal reporting system (EDEN)

SCHOOL AND DISTRICTS SUPPORT

FEDERAL PROGRAMS

LAPAS CODE 25714

681A2.2.1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Jennifer Baird/Van Fabre

Objective (KEY) Through Special Education - State and Federal Programs, to ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time as indicated by 70.0% are shown to be proficient in ELA.

Performance Indicator

Percent of students with disabilities determined to be proficient in ELA

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	36.30%	37.40%	34.00%

Rationale The accountability system recognizes that given appropriate time, modifications and accommodations, students classified as SWD can demonstrate mastery using the same content standards and assessment goals designed for all students.

What Data is Required? Mastery in ELA is determined from standards-aligned spring state test scores for all students who have a current and valid IEP identifying them as a student with a disability.

How is The Data Collected? 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 Louisiana scale scores. The ELA scores for all state spring test types are reported as scaled scores and are assigned an achievement level. The achievement level determination is used to establish proficiency. Scale scores are used to calculate growth.

Frequency Annually

Calculation Methodology The number of students with a disability (SWD) who meet their growth target or out perform their peers in a Value Added measure that is divided by the total number of testers who are identified as SWD.

Data Manipulations None

Indicator Limitations 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. While this requirement is not a limitation, it does make reporting appear inconsistent for users who might not understand the distinction.

Legislative/Mandates Federal law requires that the state report proficiency levels and progress for all students by subgroups annually, including students with disabilities.

SCHOOL AND DISTRICTS SUPPORTS

FEDERAL PROGRAMS

LAPAS CODE 25715

681A2.2.2

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Jennifer Baird/Van Fabre

Objective (KEY) Through Special Education - State and Federal Programs, to ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time as indicated by 70.0% are shown to be proficient in ELA.

Performance Indicator

Percent of students with disabilities determined to be proficient in math

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	35.60%	34.90%	31.70%

Rationale The accountability system recognizes that given appropriate time, modifications and accommodations, students classified as SWD can demonstrate proficiency using the same content standards and assessment goals designed for all students.

What Data is Required? Proficiency in mathematics is determined from standards-aligned, spring state test scores for all students in grades 3 through 8 and high school who have a current and valid IEP identifying them as a student with a disability

How is The Data Collected? 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 Louisiana scale scores. The ELA scores for all state spring test types are reported as scaled scores and are assigned an achievement level. The achievement level determination is used to establish proficiency. Scale scores are used to calculate growth.

Frequency Annually

Calculation Methodology The number of students with a disability (SWD) who meet their growth target or out perform their peers in a Value Added measure that is divided by the total number of testers who are identified as SWD.

Data Manipulations None

Indicator Limitations 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. While this requirement is not a limitation, it does make reporting appear inconsistent for users who might not understand the distinction.

Legislative/Mandates Federal law requires that the state report state, LEA and school proficiency levels and progress by subgroup annually.

SCHOOL AND DISTRICTS SUPPORTS

FEDERAL PROGRAMS

LAPAS CODE 25716

681A2.2.3

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Jennifer Baird/Van Fabre

Objective (KEY) Through Special Education - State and Federal Programs, to ensure that students with disabilities are considered proficient in English Language Arts (ELA) and mathematics and graduate on time as indicated by 70.0% are shown to be proficient in ELA.

Performance Indicator

Percentage of students with disabilities who graduate on time

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	42.80%	45.10%	52.50%	N/A

Rationale The majority of students with disabilities are expected to meet the same rigorous graduation standards.

What Data is Required? A regular high school diploma

How is The Data Collected? 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.

Frequency Annually

Calculation Methodology The number of students with disability (SWD) 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.

Data Manipulations None

Indicator Limitations Federal law does not allow the state to include the diploma earned by students who participate in LAA 1 using an alternative pathway in the graduation rate.

Legislative/Mandates Title I NCLB requires that a four-year adjusted graduation cohort rate is reported yearly by all students and by subgroups, including the students with disabilities subgroup.

SCHOOL AND DISTRICT SUPPORTS

STATE PROGRAMS - PIP

LAPAS CODE 8535

681A3.1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valdejuli

Objective (KEY) The State Programs Activity, through the Professional Improvement Program (PIP) will monitor local school systems to assure that 100% of PIP funds are paid correctly and participants are funded according to guidelines.

Performance Indicator **Total PIP annual program costs (salary and retirement)**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$10,977,812	\$9,311,574.42	\$7,035,212.00	\$5,804,071	\$4,679,484	\$4,091,814	\$3,342,468	\$2,687,133	\$2,232,311

Rationale

What Data is Required?

How is The Data Collected? PIP database maintained by the Division of Education Finance generates list of PIP participants in each district.

Frequency

Calculation Methodology List for each district mailed to PIP contact for that district. District makes changes and returns to the Department for review and approval.

Data Manipulations Total cost is computed by adding total salary and retirement payments made during the fiscal year.

Indicator Limitations

Legislative/Mandates R.S. 17:3621-3667

SCHOOL AND DISTRICT SUPPORTS

STATE PROGRAMS - PIP

LAPAS CODE 5735

681A3.2

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) The State Programs Activity, through the Professional Improvement Program (PIP), will monitor local school systems to assure tat 100% of PIP funds are paid correctly and participants are funded according to guidelines.

Performance Indicator

PIP average salary increment

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$1,628	\$1,620	\$1,539	\$1,614	\$1,390	\$1,939	\$1,934	\$1,919	\$1,901

Rationale

What Data is Required?

How is The Data Collected? PIP database maintained by the Division of Education generates llist of PIP participants in each district.

Frequency

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.

Data Manipulations

Average is computed by dividing total salary enhancement by the number of remaining participants.

Indicator Limitations

Legislative/ Mandates

R.S. 17:3621-3667

SCHOOL AND DISTRICT SUPPORTS

STATE PROGRAMS - PIP

LAPAS CODE 5734

681A3.3

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE INPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) The State Programs Activity, through the Professional Improvement Program (PIP), will monitor local school systems to assure tat 100% of PIP funds are paid correctly and participants are funded according to guidelines.

Performance Indicator

Number of remaining PIP participants

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
6,743	5,230	4,570	3,402	2,707	2,110	1,728	1,400	1,174

Rationale

What Data is Required?

How is The Data Collected? PIP participants reported to the Department and entered in the PIP database

Frequency

Calculation Methodology

List for each district mailed to PIP contact for that district. District makes changes and returns to the Department for review and approval.

Data Manipulations

Indicator Limitations

Legislative/Mandates

R.S. 17:3621-3667

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - CCLC

LAPAS CODE 15844

681A4.1

LAPAS KEY K

Contact person Catherine Pozniak

LAPAS TYPE INPUT

Who is responsible for data collection? Kenya D. Jenkins

Objective (KEY) The Federal Programs Activity, through School and District Supports, will ensure that K-12 students participating in the 21st CCLC Program will have a safe and academically enriched environment in the out-of-school hours as shown by 40% of these students increasing in academic performance annually.

Performance Indicator

Number of students participating

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
52,995	63,083	41,615	21,413	28,456	25,939	25,423	13,950	14,277

Rationale To provide accountability for grantees so that the required number of students are actually receiving services

What Data is Required? Number of hours of each attending student enrolled in each program

How is The Data Collected? 1) Student sign-in sheets; 2) Web-based reporting system

Frequency Daily

Calculation Methodology Web-based software does all calculations

Data Manipulations Done by web-based reporting system

Indicator Limitations

Legislative/Mandates Title IV, Part-B of NCLB, and grant performance requirements

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - CCLC

LAPAS CODE 25142

681A4.2

LAPAS KEY K

Contact person Catherine Pozniak

LAPAS TYPE OUTCOME

Who is responsible for data collection? Kenya D. Jenkins

Objective (KEY) The Federal Programs Activity, through School and District Supports, will ensure that K-12 students participating in the 21st CCLC Program will have a safe and academically enriched environment in the out-of-school hours as shown by 40% of these students increasing in academic performance annually.

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

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	47%	N/A	N/A	49%

Rationale Louisiana's Framework for Evaluation After-School programs is an approach that assesses provider performance through the following outcome-based components: academic performance, attendance, stakeholder satisfaction

What Data is Required? state assessment data, program attendance data and survey results of stakeholders

How is The Data Collected? Programs enter attendance data into the Youthservices database. Stakeholder satisfaction is determined through surveys filled out by parents, teachers and administrators who have students in after school programs. The LDOE analyzes state assessment data and produces the academic performance score.

Frequency

Calculation Methodology The overall grade is determined by the sum of points awarded in each of the three component categories:

$$\text{Academic Performance} + \text{Attendance} + \text{Stakeholder Satisfaction} = \text{Total Points}$$

Data Manipulations None

Indicator Limitations Due to the timeframe that assessment data is available it creates a lag in when the analysis can be completed annually

Legislative/Mandates Title IV, Part B, Sec. 4202

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - SCHOOL FOOD AND NUTRITION

LAPAS CODE 8528

681A5.1

LAPAS KEY S

Contact person John Dupre

LAPAS TYPE INPUT

Who is responsible for data collection? John Dupre

Objective (KEY) The Federal Program Activity, through School Food and Nutrition and the Child and Adult Care Food and Nutrition, 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**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
154,682,560	140,713,545	143,095,412	137,814,406	135,178,612	136,138,395	135,712,442	134,503,334	135,796,983

Rationale Indicates number of meals claimed for reimbursement by school districts for meals served to eligible children

What Data is Required? Claims for reimbursement from school districts

How is The Data Collected? Claims for reimbursement information mailed to state and entered into database

Frequency Monthly

Calculation Methodology Summation of claims data from school districts

Data Manipulations By various subgroups

Indicator Limitations Sponsor reporting accuracy

Legislative/Mandates 7 CFR 210

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - SCHOOL FOOD AND NUTRITION

LAPAS CODE 8531

681A5.2

LAPAS KEY S

Contact person John Dupre

LAPAS TYPE INPUT

Who is responsible for data collection? John Dupre

Objective (KEY) The Federal Program Activity, through School Food and Nutrition and the Child and Adult Care Food and Nutrition, 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**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	45,198,499	46,696,485	47,158,112	51,340,159	54,676,304	55,812,514	55,842,105	53,080,212

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

What Data is Required? Claims for reimbursement from sponsoring organizations

How is The Data Collected? Claims for reimbursement information is mailed to the State and entered into a database.

Frequency Monthly

Calculation Methodology Summation of claims data

Data Manipulations By various subgroups

Indicator Limitations Sponsor reporting accuracy

Legislative/Mandates 7 CFR 226

SCHOOL AND DISTRICT
INNOVATIONS

TALENT AND WORKFORCE DEVELOPMENT

LAPAS CODE 15544

681B1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) The Human Capital Activity 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 of a certified teacher.

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 "high poverty" schools (as the term is defined in Section 1111(h)(1)C(viii) of the ESEA

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
80.9%	82.6%	82.2%	76.0%	71.9%	70.7%	77.5%	78.7%	76.5%

Rationale Research shows that students having strong teachers who are knowledgeable about the course content and have strong teaching skills tend to show strong academic achievement when compared to students who have one or more weak teacher(s) in succession.

What Data is Required? Teacher-level data identifying (1) the percent of students at the teacher's assigned school who are eligible to receive free/reduced lunch, (2) the teacher's individual teaching schedule (identifying the core courses taught), and (3) the subject area(s) and grade levels at which each individual teacher is "Highly Qualified" to teach.

How is The Data Collected? Data identifying those schools that meet ESEA requirements as "high poverty" are collected on an annual basis. Districts also report the teaching schedules of all full- and part-time teachers via the same report, together with the teachers' certification information.

Frequency These data are collected on an annual basis.

Calculation Methodology Number of courses taught by teachers in the core academic subjects that meet the NCLB definition of "Highly Qualified" I the high poverty schools divided by the total number of courses taught by teachers in the core academic subjects in the high poverty schools.

Data Manipulations Data are aggregated on the district and state levels.

Indicator Limitations Data may be impacted due to the changes in teaching assignments and the data reporting period. UNCLEAR TERMS: The term "Highly Qualified" is dependent not only on the teacher's current certification, but also the current subjects taught by the teacher.

Legislative/Mandates No Child Left Behind Act of 2001

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25717

681C1.1

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE INPUT

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-olds will be served.

Performance Indicator

Percentage of at-risk children served

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	38.66%	39.98%	38.00%	38.00%

Rationale To ensure that at least 36% of at-risk four years olds are served through the LA 4 and NSECD programs

What Data is Required? Live Birth Data from DHH and the percentage of economically disadvantaged children in Louisiana

How is The Data Collected? The number of live births for four-year-olds is taken from the DHH website, and the percentage of economically disadvantaged children in Louisiana is taken from the Enrollment Counts Report on the LDOE website.

Frequency Annually

Calculation Methodology Projections are calculated using the number of four-year-old live births by mother's usual residence and multiplying that number the state's percentage of economically disadvantaged children.

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates This data is not required by legislative auditors

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 13362

681C1.2

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE OUTPUT

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-year olds.will be served.

Performance Indicator

Percentage of at-risk children served (LA4)

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
42.8%	39.94%	37.61%	37.11%	36.18%	35.75%	37.06%	34.97%	35.30%

Rationale To ensure that the targeted population is being served

What Data is Required?
 1) Enrollment numbers from each system
 2) Birth data from DHH
 3) Free and reduced price meals data

How is The Data Collected? Monthly enrollment forms submitted by each system

Frequency Monthly

Calculation Methodology
 1) Combine total enrollment from the 68 systems for the 6-hrour program and the before- and after-program
 2) Divide total enrollment by total number of at-risk students in State

Data Manipulations Aggregated by 6-hour day and before-and after-school enrichment

Indicator Limitations

Legislative/Mandates R.S. 17:24.1

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25718

681C1.3

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE INPUT

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-olds will be served.

Performance Indicator **Percentage of at-risk children served - Nonpublic School Early Childhood Development (NSECD) Program**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	2.91%	3.13%	3.07%	2.80%

Rationale To ensure that at least 2% of at-risk four year olds are served through the NSECD program

What Data is Required? Number of at Risk Four Year Olds and Monthly Number of NSECD Children

How is The Data Collected? The number of NSECD children is taken from monthly enrollment reports that the school sites submit to the LDOE.

Frequency Monthly

Calculation Methodology Projections are calculated by dividing the number of NSECD students by the number of at-risk four year olds.

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates This data is not required by legislative auditors.

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25719

681C1.4

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE INPUT

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-olds will be served.

Performance Indicator

Number of at-risk preschool children

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	16,694	17,361	16,382	16,435

Rationale To ensure that at least 15,500 at-risk four year olds are served through the NSECD and LA 4 programs

What Data is Required? Number of NSECD and LA 4 children

How is The Data Collected? 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.

Frequency Monthly

Calculation Methodology Projections are calculated by adding the number of NSECD and LA 4 students.

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates This data is required by federal auditors

STUDENT-CENTERED GOALS

LITERACY - NSECD

LAPAS CODE 13363

681C1.5

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE OUTPUT

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-year olds will be served.

Performance Indicator

Number of at-risk preschool children served (LA4)

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
17,110	16,765	16,715	16,446	15,662	15,439	16,002	15,057	15,235

Rationale To ensure that the targeted population is being served

What Data is Required? Enrollment numbers for 6-hour instructional program

How is The Data Collected? Enrollment forms from each system for instructional program and before- and after-school program

Frequency Monthly

Calculation Methodology Addition - Combined totals of instructional program and before- and after-school program from 68 systems

Data Manipulations
 1) 6-hour instructional program
 2) 4-hour before- and after-school program

Indicator Limitations

Legislative/Mandates R.S. 17:24.1

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25720

681C1.6

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE INPUT

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-olds will be served.

Performance Indicator

Number of at-risk preschool children served - NSECD Program

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	1,255	1,350	1,325	1,200

Rationale To ensure that at least 1,100 at-risk four-year-olds are served through the NSECD program

What Data is Required? Monthly enrollment for the NSECD program

How is The Data Collected? The number of NSECD children are taken from monthly enrollment reports that the school sites submit to the LDOE.

Frequency Monthly

Calculation Methodology Projections are calculated by totaling the numbers of NSECD students enrolled in every school site for a specific month.

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates This data is required by federal auditors.

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 23246

681C1.7

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE OUTCOME

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-year olds will be served.

Performance Indicator **Percentage of students participating in the LA4 program who complete the assessment instrument**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
98.20%	98.50%	98.40%	87.20%	100%	47.00%	N/A	99.40%	99.87%

Rationale Attendance in a high quality early childhood program should produce increased language knowledge and skills.

What Data is Required? Finalized checkpoint results from the TS Gold Assessment

How is The Data Collected? Data is collected electronically from lead agencies and providers through the TS Gold portal.

Frequency Gold checkpoints must be finalized in October, February and May.

Calculation Methodology Results will be compared to determine the percentage of students who show an increase over the course of the school year.

Data Manipulations Data results can be obtained by race and socio economic status (SES).

Indicator Limitations Test results of only students who have finalized checkpoints will be analyzed.

Legislative/Mandates R.S. 17:24.10

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 23247

681C1.8

LAPAS KEY K

Contact person Nasha Patel

LAPAS TYPE OUTCOME

Who is responsible for data collection? Lindsey Bradford

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 35% of the at-risk four-year olds will be served.

Performance Indicator **Percentage of students participating in the NSECD Program who complete the assessment instrument**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
99.2%	99.0%	99.4%	90.0%	100%	67.0%	N/A	98.0%	100%

Rationale Attendance in a high quality early childhood program should produce increased math knowledge and skills.

What Data is Required? Finalized checkpoint results from the TS Gold Assessment

How is The Data Collected? Data is collected electronically from lead agencies and providers through the TS Gold portal.

Frequency Gold checkpoints must be finalized in October, February and May.

Calculation Methodology Results will be compared to determine the percentage of students who show an increase over the course of the school year.

Data Manipulations Data results can be obtained by race and socio economic status (SES)..

Indicator Limitations Test results of only students who have finalized checkpoints will be analyzed.

Legislative/Mandates R.S. 17:24.10

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25916

681C2.1

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE INPUT

Who is responsible for data collection? Romney Manuel

Objective (KEY) The Early Childhood Activity, through the Child Care Development Fund, will continue to provide quality early childhood services such that 100% of Type III providers will have a Performance Profile.

Performance Indicator **Number of Child Care Assistance Program (CCAP) child care providers available each month**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	1,981	1,559	1,293	1,122	1,036

Rationale This indicator was chosen because it allows various staff and agencies measure the needs/demand of the program for Type III providers, and if the program has increased or decreased overall

What Data is Required? The number of Type III providers receiving Child Care Development Block Grant funds

How is The Data Collected? This data is collected using Document Direct software, which extracts data from TIPS

Frequency Monthly

Calculation Methodology The sum total of all Type III providers in TIPS with any active status

Data Manipulations Read only query

Indicator Limitations This report can only be generated at the END of each month, therefore this report does not provide realtime stats

Legislative/Mandates Act 3 of 2012 & Act 868 of 2014 (Louisiana legislature)
S.1086 (U.S. Congress)

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25917

681C2.2

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE INPUT

Who is responsible for data collection? Romney Manuel

Objective (KEY) The Early Childhood Activity, through the Child Care Development Fund, will continue to provide quality early childhood services such that 100% of Type III providers will have a Performance Profile.

Performance Indicator

Number of family day care homes registered

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	730	517	411	375	242

Rationale This indicator was chosen because it allows various staff and agencies measure the needs/demand of the program for Type R and U providers, and if the program has increased or decreased overall

What Data is Required? The number of Type R and U providers receiving Child Care Development Block Grant funds

How is The Data Collected? This data is collected using Document Direct software, which extracts data from TIPS

Frequency Monthly

Calculation Methodology The sum total of all Type R and U providers in TIPS with any active status

Data Manipulations Read only query

Indicator Limitations This report can only be generated at the END of each month, therefore this report does not provide realtime stats

Legislative/Mandates Act 3 of 2012 & Act 868 of 2014 (Louisiana legislature)
S.1086 (U.S. Congress)

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25918

681C2.3

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE OUTPUT

Who is responsible for data collection? Eric Bryant

Objective (KEY) The Early Childhood Activity, through the Child Care Development Fund, will continue to provide quality early childhood services such that 100% of Type III providers will have a Performance Profile.

Performance Indicator

Total annual child care payments

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	\$36,300,000.00	\$39,000,000.00	\$7,170,215.00	67,613,104.91	70,149,095.00

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.

What Data is Required? The annual total amount of children served and the cost spent per provider.

How is The Data Collected? This data is collected through Webfocus, a reporting tool that allows us to specify which fields we want to report on and gives us the necessary output. Webfocus reporting pulls the data from both the TIPS (all of the payments to the foster care providers) and CAPS(all of the payments to the CCAP providers). We also receive a report (TOTS) that collects attendance information on every child that is actively utilizing our assistance.

Frequency We receive itemized monthly reports.

Calculation Methodology The Webfocus software report includes CAPS and TIPS data. Each monthly total is from the "Caps Payment Info and Tips Quality Rating Info" report for that particular month. Add the total CCAP gross payment to the total Foster children gross payment to get the monthly total. Add the total of all three months together to get the total for the particular quarter that is being reported. Add this quarterly total to the total quarterly results from the previous quarter. The final total is the actual quarterly total entered on the Performance Indicator Report.

Data Manipulations None.

Indicator Limitations 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

Legislative/Mandates Act 3 of the 2012 and Act 868 of 2014 Louisiana Legislature required that LDE and BESE promulgate rules that went into effect July 01, 2015 -- Bulletin 139 CCDF - Child Care Assistance Program.

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25919

681C2.4

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE INPUT

Who is responsible for data collection? Eric Bryant

Objective (KEY) The Early Childhood Activity, through the Child Care Development Fund, will continue to provide quality early childhood services such that 100% of Type III providers will have a Performance Profile.

Performance Indicator **Number of children receiving Child Care assistance monthly**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	15,779	N/A	12,064	15,137	14,808

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.

What Data is Required? The amount of children receiving Child Care and Development Funding per month.

How is The Data Collected? This data is collected through Webfocus, a reporting tool that allows us to specify which fields we want to report on and gives us the necessary output. Webfocus reporting pulls the data from both the TIPS and CAPS system. The output is the total number of CCAP providers and the amount of CCAP or Foster care children they serve.

Frequency Monthly

Calculation Methodology : Each monthly total is from the "Caps Payment Info and Tips Quality Rating Info" report for that particular month. Add the total CCAP CHILDREN to the total FOSTER CHILDREN to get the monthly total. The quarter average comes from adding all 3 months within the quarter and dividing by 3 to get the average. The result is reported on the Performance Indicator Report as the actual for the particular quarter being reported.

Data Manipulations None

Indicator Limitations None

Legislative/Mandates Act 3 of the 2012 and Act 868 of 2014 Louisiana Legislature required that LDE and BESE promulgate rules that went into effect July 01, 2015 -- Bulletin 139 CCDF - Child Care Assistance Program.

STUDENT-CENTERED GOALS

EARLY CHILDHOOD

LAPAS CODE 25951

681C2.5

LAPAS KEY K

Contact person Lisa Brochard

LAPAS TYPE INPUT

Who is responsible for data collection? Eric Bryant

Objective (KEY) The Early Childhood Activity, through the Child Care Development Fund, will continue to provide quality early childhood services such that 100% of Type III providers will have a Performance Profile.

Performance Indicator

Percentage of Type III providers having a Performance Profile

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	N/A	N/A	67%	91%

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.

What Data is Required? 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.

How is The Data Collected? The performance score is based on a site average of CLASS observation scores which are collected by observers in an online portal. Informational metric data are self-reported by teachers and site administrators, and certified by community network lead agencies during a data certification process.

Frequency CLASS observations are conducted in each classroom at least once per semester and reported into a data collection portal within 10 days of the observation. Informational metrics are reported as of October 1 of each year

Calculation Methodology GOLD, a self reported quality of teacher-child ratio, and the percentage of teachers with degrees and Performance scores are calculated as an average of all CLASS dimension scores observed at a site, after third party replacement takes place, which is a third party auditing system. Informational metrics include a curriculum rating based on the curriculum used, an assessment rating based on the count of children assessed using TeachingStrategies certifications.

Data Manipulations Before performance scores are calculated, CLASS observation data is analyzed for trends and concerning red flags. Department staff may choose to remove observations from the calculations of performance scores based on appeals, error corrections, and concerning trends in observer reliability.

Indicator Limitations Informational Metrics are self-reported, which may result in some inaccuracies.

Legislative/Mandates Act 3 of 2012 (Louisiana Legislature)
 Act 868 of 2014 (Louisiana Legislature)
 Federal Child Care and Development Block Grant Act S.1086 (U.S. Congress)

RSD RSD - INSTRUCTION LAPAS CODE 25721

682A1.1

LAPAS KEY K

Contact person Jessica Bahgian

LAPAS TYPE OUTCOME

Who is responsible for data collection? Van Fabre

Objective (KEY) The Recovery School district will provide services to students based on state student standards, such that 65.0% of the students meet or exceed the Basic or Above performance levels on the State-approved Criterion-Referenced English/Language Arts Test (CRT) for grades 3-8 in charter schools.

Performance Indicator

Percentage of students who earn top growth toward attainment of mastery in ELA.

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	56.5%	58.1%	55.7%	62.1%

Rationale Federal legislation required that Louisiana set rigorous academic goals in ELA and mathematics toward a final goal of 100% proficiency by 2014.

What Data is Required? Annual student assessment data

How is The Data Collected? Student test data is collected by our assessment test vendor and provided to the LDOE.

Frequency Once per year

Calculation Methodology Students' tests are scored and assigned a proficiency level and scale score. Percentage is derived by dividing the number of students who meet their growth target or out perform their peers on a value-added measure scoring proficient by the total number of students who took the test.

Data Manipulations Charter schools are removed from the results and aggregated specifically for the reporting of this indicator

Indicator Limitations None

Legislative/Mandates None

RSD	RSD -INSTRUCTION	LAPAS CODE	25722
682A1.2		LAPAS KEY	K
<u>Contact person</u>	Jessica Bahgian	LAPAS TYPE	OUTCOME
<u>Who is responsible for data collection?</u>	Van Fabre		

Objective (KEY) The Recovery School district will provide services to students based on state student standards, such that 65.0% of the students meet or exceed the Basic or Above performance levels on the State-approved Criterion-Referenced English/Language Arts Test (CRT) for grades 3-8 in charter schools.

Performance Indicator **Percentage of students who earn top growth toward attainment of mastery in math.**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	47.8%	50.8%	49.2%	53.7%

Rationale Federal legislation required that Louisiana set rigorous academic goals in ELA and mathematics toward a final goal of 100% proficiency by 2014.

What Data is Required? Annual student assessment data

How is The Data Collected? Student test data is collected by our assessment test vendor and provided to LDOE

Frequency Once per year

Calculation Methodology Students' tests are scored and assigned a proficiency level and scale score. Percentage is derived by dividing the number of students who meet their growth target or out perform their peers on a value-added measure scoring proficient by the total number of students who took the test.

Data Manipulations Charter schools are removed from the results and aggregated specifically for the reporting of this indicator.

Indicator Limitations None

Legislative/ Mandates None

RSD	RSD - INSTRUCTION	LAPAS CODE	25723
682A2.1		LAPAS KEY	K
<u>Contact person</u>	Jessica Baghian	LAPAS TYPE	OUTCOME
<u>Who is responsible for data collection?</u>	Van Fabre		

Objective (KEY) The Recovery School District will provide high quality schools in all locations as exhibited by 60% of all schools are not identified for Comprehensive or Urgent Intervention(CIR).

Performance Indicator **Percentage of all schools that were not identified for CIR.**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	20.8%	N/A	48.3%	58.8%	29.0%

Rationale Federal legislation required that Louisiana set rigorous academic goals in ELA and mathematics toward a final goal of 100% proficiency by 2014.

What Data is Required? Testing Data, Graduations Data, credit attainment data. Beginning in FY 19-20 the SPS will include a measure of growth to English language proficiencies.

How is The Data Collected? Scale Annual Testing: The ELA and mathematics scores are reported as scaled scores and are assigned an achievement level. The achievement levels are used to determine annula performance & scale scores are used to determine growth in mastery.

Graduation: 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.

Frequency Students participate in state assessments once each academic year in the spring, and graduation rates are calculated yearly.

Calculation Methodology AYP Testing: The current year scores are aggregated by grade level clusters (3-5, 6-8 and HS). For all students and for specific subgroups, the first step is to compare the percent proficient to the predetermined goal for the academic year known as the Annual Measurable Objective (AMO). If the goal is not met, a second step can be used. This step is known as Safe Harbor and it determines if there was reduction of at least 10% in the number of students who were not proficient. If this second step is met, then the school, LEA or state has met Adequate Yearly Progress (AYP).

Graduation: The graduation rate for the current year is calculated for all students and for specific subgroups for schools, LEAs, and the state. The current rate is compared to a pre-determined goal for the academic year. There are three additional steps that can be used to try to meet the Adequate Yearly Progress goal, all of which are measures of the graduation rate from the prior year.

These data and reports are provided by the Office of Academic Policy/Analytics/Assessments.

Data Manipulations A confidence interval is applied for both steps that check for AYP testing. This prevents over-identification that might occur due to very small groups of students. No confidence intervals are applied for graduation rate calculations.

Indicator Limitations The NCLB law has been replaced by ESSA. In 2017-2018, Louisiana has the opportunity to propose a different methodology. The federal law wiill no longer that we report progress in the same wy.

Legislative/Mandates Federal law requires that all schools, local education agencies, and the state publically report adequate yearly progress toward federally-approved academic and graduation goals through 2016.

RSD	RSD - INSTRUCTION	LAPAS CODE	25724
682A2.2		LAPAS KEY	K
<u>Contact person</u>	Jessica Baghian	LAPAS TYPE	OUTCOME
<u>Who is responsible for data collection?</u>	Van Fabre		

Objective KEY) The Recovery School District will provide high quality schools in all locations as exhibited by 60% of all schools are not identified for Comprehensive or Urgent Intervention(CIR).

Performance Indicator **Percentage of growth in the number of courses taught by certified teachers**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	4.30%	8.66%	-3.30%	-3.17%

Rationale Federal legislation required that Louisiana set rigorous academic goals in ELA and mathematics toward a final goal of 100% proficiency by 2014.

What Data is Required? Student calss schedule data and certified teacher designation

How is The Data Collected? Data is collected by LRS

Frequency Once per year (as of Oct 1)

Calculation Methodology Number of core courses taught by certified teachers is divided by total number of core courses taught by all teachers to produce a percentage of core courses taught by certified teachers

Data Manipulations Two years worth of certified teacher data are compared and the percent growth from one year to the next is calculated.

Indicator Limitations

Legislative/Mandates Data is submitted to the federal government via our federal reporting system (EDEN).

RSD	RSD - INSTRUCTION	LAPAS CODE	25725
682A2.3		LAPAS KEY	K
<u>Contact person</u>	Jessica Baghian	LAPAS TYPE	OUTCOME
<u>Who is responsible for data collection?</u>	Van Fabre		

Objective KEY) The Recovery School District will provide high quality schools in all locations as exhibited by 60% of all schools are not identified for Comprehensive or Urgent Intervention(CIR).

Performance Indicator

Percentage of students who graduate from high school annually with a regular diploma in charter schools

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	98.5%	97.2%	97.2%	99.3%	99.5%

Rationale Federal legislation required that Louisiana set rigorous academic goals in ELA and mathematics toward a final goal of 100% proficiency by 2014.

What Data is Required? Graduation exit data

How is The Data Collected? Data are collected for SIS to determine which students graduated with a regular HS diploma

Frequency Once per year

Calculation Methodology Students with a regular diploma are divided by the number of graduates completing that year

Data Manipulations

Indicator Limitations

Legislative/Mandates Data is submitted to the federal government via our federal reporting system (EDEN)

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT - CONSTRUCTION

LAPAS CODE 24954

682B1.1

LAPAS KEY K

Contact person Michael Nathan

LAPAS TYPE OUTCOME

Who is responsible for data collection? Michael Nathan

Objective (KEY) The Recovery School District Program, through the Construction Activity, will execute the Orleans Parish Reconstruction Master Plan , which encompasses a 5-year plan, to demolish nonhistoric buildings, build new schools, mothball or renovate historic properties and renovate other buildings such that a 5% or less change order rate across the entire portfolio of open contracts will occur.

Performance Indicator **The RSD will have a 5% or less change order rate across the entire portfolio of open contracts**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	5%	2.35%	1.16%	1.15%	1.17%	2.01%	1.47%

Rationale

What Data is Required? The amount of total current construction activity contracts and the number of contracts that have changed

How is The Data Collected? The data is collected from the contracts managed by the Major Capitol Projects Section.

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT - CONSTRUCTION

LAPAS CODE 25147

682B1.2

LAPAS KEY K

Contact person Michael Nathan

LAPAS TYPE OUTCOME

Who is responsible for data collection? Michael Nathan

Objective (KEY) The Recovery School District Program, through the Construction Activity, will execute the Orleans Parish Reconstruction Master Plan , which encompasses a 5-year plan, to demolish nonhistoric buildings, build new schools, mothball or renovate historic properties and renovate other buildings such that a 5% or less change order rate across the entire portfolio of open contracts will occur.

Performance Indicator

Number of substantial completion on new or renovated properties

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	2	1	7	6	2	1

Rationale The rationale of this indicator is to ensure the timely execution of the School Facilities Master Plan.

What Data is Required? A count of the number of schools that reach substantial completion within their specified time frame

How is The Data Collected? Project managers report on construction progress, which includes substantial completion.

Frequency Quarterly

Calculation Methodology A count of the number of projects that reach substantial completion in the specified time frame

Data Manipulations n/a

Indicator Limitations None

Legislative/Mandates The Recovery School District has been tasked with executing the School Facilities Master Plan

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 8547

695A1.1

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) Through the Minimum Foundation Program, in support of the Departmental Goals, to have students performing on grade level in math and ELA, provide funding to local school boards which provide services to students based on state student standards, such that 60.0% of the students meet or exceed proficient performance levels on the state-approved Criterion Referenced Tests (CRT) and LEAP, 2025 assessments.

Performance Indicator

Percentage of students who score proficient on the English Language Arts (ELA) and LEAP 2025 assessments

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
68.0%	68.0%	70.0%	72.0%	70.0%	68.7%	69.7%	68.7%	43.0%

Rationale The indicator measures student achievement on LEAP English Language Arts (ELA) (grades 3-8).

What Data is Required? The number of students scoring mastery and above and the total number of students tested with LEAP English Language Arts

How is The Data Collected? Through student assessment

Frequency Annually

Calculation Methodology Percentage of students scoring mastery or above on LEAP English Language Arts (ELA) = number of students scoring mastery or above on LEAP ELA (grades 4, 8) divided by number of students tested with LEAP ELA (grades 4,8)

Data Manipulations

Indicator Limitations

Legislative/ Mandates

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 8548

695A1.2

LAPAS KEY K

Contact person Jessica Baghian

LAPAS TYPE OUTPUT

Who is responsible for data collection? Van Fabre

Objective (KEY) Through the Minimum Foundation Program, in support of the Departmental Goals, to have students performing on grade level in math and ELA, provide funding to local school boards which provide services to students based on state student standards, such that 60.0% of the students meet or exceed proficient performance levels on the state-approved Criterion Referenced Tests (CRT) and LEAP 2025 assessments

Performance Indicator

Percentage of students who score proficient on the Math and LEAP 2025 assessments

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
60.0%	68.0%	70.0%	69.0%	68.0%	59.8%	62.8%	61.6%	33.0%

Rationale The indicator measures student achievement on LEAP Mathematics

What Data is Required? The number of students scoring mastery and above and the total number of students tested with LEAP Mathematics

How is The Data Collected? Through student assessment

Frequency Annually

Calculation Methodology Percentage of students scoring mastery or above on LEAP Mathematics = number of students scoring mastery or above on LEAP Mathematics (grades 3-8) divided by number of students tested with LEAP Mathematics (grades 3-8)

Data Manipulations

Indicator Limitations

Legislative/Mandates

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 8550

695A2.1

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTPUT

Who is responsible for data collection? Sara Delano/Van Fabre

Objective (KEY) The Minimum Foundation Program Activity provides funding to local school boards, which provide classroom staffing, such that 90% of the teachers and principals will meet state standards.

Performance Indicator

Percentage of classes taught by certified classroom teachers, teaching within area of certification

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
96.0%	94.0%	94.0%	94.0%	89.4%	89.8%	88.2%	92.4%	80.5%

Rationale Providing financial support to the districts enables the district personnel to compete with other professions in selecting employees. The rationale for providing funding to local school boards is that districts can select teachers that are prepared to deliver engaging, content-rich instruction to enhance student achievement.

What Data is Required? A class-by-class report of the grade level and subject(s) taught by each teacher is required along with areas of certification for each teacher.

How is The Data Collected? Data are derived through the PEP data submission, which is submitted to the State Department of Education by each school district. These data are then verified by data obtained in the Teacher Certification Management system (TCMS).

Frequency These data are collected on an annual basis.

Calculation Methodology Calculate the total number of teachers employed and the total number of teachers employed and teaching in areas of certification. Divide the total number of teachers employed by the total number employed in areas of certification to get the percentage of certified classroom teachers employed and teaching within areas of certification.

Data Manipulations Data are aggregated at the district and state levels.

Indicator Limitations

Legislative/Mandates Bulletin 746
R.S. 17:7.1

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 15543

695A2.2

LAPAS KEY K

Contact person Hannah Dietsch

LAPAS TYPE OUTPUT

Who is responsible for data collection? Sara Delano/Van Fabre

Objective (KEY) The Minimum Foundation Program Activity provides funding to local school boards, which provide classroom staffing, such that 90% of the teachers and principals will meet state standards.

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 the aggregate

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
86.7%	86.7%	87.2%	87.3%	81.5%	81.6%	85.0%	90.47%	94.0%

Rationale Providing financial support to the districts enables the district personnel to compete with other professions in selecting employees. The rationale for providing funding to local school boards is that districts can select teachers that are prepared to deliver engaging, content-rich instruction to enhance student achievement.

What Data is Required? A class-by-class report of the grade level and subject(s) taught by each teacher is required along with certification status.

How is The Data Collected? Data are derived through the PEP data submission, which is submitted to the State Department of Education by each school district. These data are then verified by data obtained in the Teacher Certification Management system (TCMS).

Frequency These data are collected on an annual basis.

Calculation Methodology Calculate the total number of teachers in core academic areas; then, calculate the total number of teachers that are certified by the total number of teachers teaching in core academic areas to get the percentage of certified teachers employed and teaching in the core academic areas.

Data Manipulations Data are aggregated at the district and state levels.
UNCLEAR TERMS: The term "core academic areas" defined in the NCLB mandate refers to: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Indicator Limitations At this time, the State is working to develop a mechanism to collect the required data for special education teachers who deliver instruction in the core academic areas.

Legislative/Mandates No Child Left Behind Act

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 9672

695A2.3

LAPAS KEY S

Contact person Hannah Dietsch

LAPAS TYPE OUTPUT

Who is responsible for data collection? Sara Delano/Van Fabre

Objective (KEY) The Minimum Foundation Program Activity provides funding to local school boards, which provide classroom staffing, such that 90% of the teachers and principals will meet state standards.

Performance Indicator

Percentage of principals certified in principalship

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
96.5%	96.7%	96.5%	97.3%	94%	93.9%	92.2%	89.5%	86.3%

Rationale Providing financial support to the districts enables the district personnel to compete with other professions in selecting employees. The rationale for providing funding to local school boards is that districts can select administrators that possess the knowledge and skills needed to maintain an environment conducive to learning to enhance student achievement.

What Data is Required? School-by-school report showing the placement of principals, and teacher Certification Management System (TCMS) verifying credentialing of those placed in a principalship.

How is The Data Collected? Data are derived through the PEP data submission, which is reported to the State Department of Education by each school district. The reports required follow: ASR6W3R1 (total principal count) staff by position (principals); ASR6Z2R1 (total number of principals not certified), staff deficiency report (BESE report).

Frequency These data are collected on an annual basis.

Calculation Methodology Total number of principals certified divided by the total number of principals.

Data Manipulations Data are aggregated at the district and state levels.

Indicator Limitations

Legislative/Mandates Bulletin 746 and Louisiana Revised Statute 17:7.1(B)

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 5786

695A3.1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE INPUT

Who is responsible for data collection? Rey Valldejuli

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

Performance Indicator **Number of districts collecting local tax revenues sufficient to meet MFP Level 1 requirements**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
69	69	69	69	69	69	67	69	69

Rationale Measures number of districts not collecting sufficient revenues in comparison to the local target - as established by the MFP formula.

What Data is Required? MFP Budget Letter, Local Tax Revenues

How is The Data Collected? Local tax revenue reported by LEAs in the Annual Financial Report (AFR)

Frequency Data Collection: Annually - February; Data Reporting: Annually - February

Calculation Methodology The Minimum foundation Program (Budget Letter) calculates the local targets for Level 1.

Data Manipulations State

Indicator Limitations

Legislative/Mandates Article VIII, Sec 13 (B) LA Constitution; R.S. 17:7

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 5792

695A3.2

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE INPUT

Who is responsible for data collection? Rey Valldejuli

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

Performance Indicator

Number of districts not meeting the 70% instructional expenditure mandate

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
33	32	37	31	34	45	41	29	38

Rationale Measures districts meeting the 70% instructional requirement of HCR 243 of the 2010 regular session. The HCR requires that each district spends 70% of general fund expenditures on instruction.

What Data is Required? Instructional expenditures from Annual Financial Report (AFR)

How is The Data Collected? Electronically from the local school districts

Frequency Data Collection: Annually - March; Data Reporting: Annually - March

Calculation Methodology Calculation set forth through definition of 70% requirement

Data Manipulations

Indicator Limitations

Legislative/Mandates Article VIII, Sec 13 (B) LA Constitution; R.S. 17:7

MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 5794

695A3.3

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTCOME

Who is responsible for data collection? Rey Valldejuli

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

Performance Indicator

Equitable distribution of MFP dollars

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
-0.951	-0.949	-0.949	-0.947	-0.943	-0.943	-0.937	--0.937	-0.939

Rationale Measures the equitable allocation of MFP dollars. The HCR 243 of the 2010 regular session of the Legislature requires MFP funds be allocated in an equitable manner.

What Data is Required? Adjusted Budget Letter, Local Wealth factor, Adjusted October 1 student membership, Actual total MFP state dollars (level 1, 2, and 3)

How is The Data Collected? The data on local wealth and student membership are collected electronically from the LEAs and reported in AFR and SIS.

Frequency Data Collection: Annually - February; Data Reporting: Annually - February

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates Article VIII, Sec. 13 (B) LA Constitution; R.S. 17:7

NONPUBLIC ASSISTANCE

NONPUBLIC REQUIRED SERVICES

LAPAS CODE 5797

697A1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

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

Performance Indicator

Percentage of requested expenditures reimbursed

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
54.41%	51.87%	47.19%	61.48%	57.15%	55.76%	46.89%	30.44%	29.18%

Rationale Measures the percentage of requested funds actually reimbursed.

What Data is Required? Nonpublic Required Services reimbursement request forms

How is The Data Collected? The reimbursement request forms are audited to determine final payment allowable.

Frequency Data Collection: Annually - May; Data Reporting: Annually - May

Calculation Methodology The amount of funds requested and allowed per the audits are compared to appropriated amount.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:361-365

NONPUBLIC ASSISTANCE

NONPUBLIC SCHOOL LUNCH

LAPAS CODE 5802

697B1.1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

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

Performance Indicator

Eligible full-time employees' reimbursement

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$6,153.00	\$5,881.00	\$5,905.00	\$6,286.00	\$6,350.00	\$6,625.00	\$6,245.00	\$6,625.00	\$6,067.00

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.

What Data is Required? Prior year labor budgets that show full-time and part-time school lunch employees

How is The Data Collected? Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school

Frequency Data Collection: Annually - Labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:422.3

NONPUBLIC ASSISTANCE

NONPUBLIC SCHOOL LUNCH

LAPAS CODE 5803

697B1.2

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valledjuli

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

Performance Indicator

Eligible part-time employees' reimbursement

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$3,077.00	\$2,940.00	\$2,950.00	\$3,146.00	\$3,175.00	\$3,312.00	\$3,123.00	\$3,312.00	\$3,033.00

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.

What Data is Required? Prior year labor budgets that show full-time and part-time school lunch employees

How is The Data Collected? Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school.

Frequency Data Collection: Annually - labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:422.3

NONPUBLIC ASSISTANCE

NONPUBLIC SCHOOL LUNCH

LAPAS CODE 5806

697B1.3

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

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

Performance Indicator

Number of full-time employees

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
874	912	923	871	859	818	855	849	839

Rationale Defines the reimbursement rate of full-time and part-time nonpublic school lunchroom workers. This indicator is necessary to show the state's support for nonpublic schools.

What Data is Required? Prior year labor budgets that show full-time and part-time school lunch employees

How is The Data Collected? Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school.

Frequency Data Collection: Annually - labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:422.3

NONPUBLIC ASSISTANCE

NONPUBLIC SCHOOL LUNCH

LAPAS CODE 5807

697B1.4

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valledjuli

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

Performance Indicator

Number of part-time employees

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
108	118	91	94	89	99	102	106	94

Rationale Defines the reimbursement rate of full-time and part-time nonpublic school lunchroom workers. This indicator is necessary to show the state's support for nonpublic schools.

What Data is Required? Prior year labor budgets that show full-time and part-time school lunch employees

How is The Data Collected? Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school.

Frequency Data Collection: Annually - labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:422.3

NONPUBLIC ASSISTANCE

NONPUBLIC TEXTBOOK ADMINISTRATION

LAPAS CODE 5815

697C1.1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) The Nonpublic Textbook Administration Activity, will provide 5.92% of the funds allocated for nonpublic textbooks for the administrative costs incurred by public school systems.

Performance Indicator

Number of nonpublic students

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
116,241	114,431	112,445	110,992	112,170	112,733	110,501	110,084	107,365

Rationale Defines the administrative rate given to nonpublic schools for administering the nonpublic textbook program.

What Data is Required? Number of nonpublic students - Annual School Report

How is The Data Collected? Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the annual School Report.

Frequency Data Collection: Annually; Data Reporting: Annually - Allocations are provided annually.

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:353

NONPUBLIC ASSISTANCE

NONPUBLIC TEXTBOOK ADMINISTRATION

LAPAS CODE 5814

697C1.2

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) The Nonpublic Textbook Administration Activity will provide 5.92% of the funds allocated for nonpublic textbooks for the administrative costs incurred by public school systems.

Performance Indicator **Percentage of textbook funding allocated for administration**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%

Rationale Defines the administrative rate given to nonpublic schools for administering the nonpublic textbook program. Important to show the state support for nonpublic schools.

What Data is Required? Number of nonpublic students - Annual School Report

How is The Data Collected? Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report

Frequency Data Collection: Annually; Data Reporting: Annually - Allocations are provided annually.

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.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:353

NONPUBLIC ASSISTANCE

NONPUBLIC TEXTBOOKS

LAPAS CODE 5818

697D1

LAPAS KEY K

Contact person Beth Scioneaux

LAPAS TYPE OUTPUT

Who is responsible for data collection? Rey Valldejuli

Objective (KEY) The Nonpublic Textbooks Activity will allocate to eligible nonpublic schools at a rate of \$27.02 per student for the purchase of books and other materials of instruction.

Performance Indicator

Total funds reimbursed at \$27.02 per student

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
\$3,147,399	\$3,091,926	\$3,038,266	\$2,999,001	\$3,030,848	\$3,045,573	\$2,513,954	\$2,974,466	\$2,901,002

Rationale Defines the nonpublic textbook reimbursement rate. Important to show the state's support for nonpublic schools.

What Data is Required? Number of nonpublic students - Annual School Report

How is The Data Collected? Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report

Frequency Data Collection: Annually; Data Reporting: Annually - Allocations are provided annually.

Calculation Methodology Each nonpublic school is allocated \$27.02 per student for nonpublic textbooks.

Data Manipulations

Indicator Limitations

Legislative/Mandates Article VIII, Sec. 13(A), LA Constitution; R.S. 17:351

SPECIAL SCHOOL DISTRICT

SSD - ADMINISTRATION

LAPAS CODE 22149

699A1.1

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yollanda Oates

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 3% average growth will be demonstrated in the number of courses taught by a certified teacher and at least 95% of paraeducator staff will be highly qualified to provide required educational and/or related services.

Performance Indicator **Percentage of growth in the number of courses taught by a certified teacher**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
8.15%	6.4%	10.7%	-14.35%	-13.2%	-13.47%	-11.25%	42.00%	-27.10%

Rationale To fulfill the goal of ensuring appropriate educational services and ensuring that these services are provided to the maximum extent possible, qualified staff, certified to provide these services, must be employed. The SSD Administration will employ professional staff such that in the SSD instructional program, a 10% growth will be demonstrated in the number of courses taught by a Highly Qualified teacher.

What Data is Required? All courses taught in SSD, teachers in SSD and their Highly Qualified status, and student schedules

How is The Data Collected? Through maintenance of a personnel database and a student database which includes courses and schedules.

Frequency Data Collection: Annually - during second quarter (October-December); Data Reporting: Annually - Within 10 days of the end of the first quarter

Calculation Methodology Percentage of highly qualified teachers is calculated for all districts by the Louisiana Department of Education . This is done by dividing the number of courses taught by highly qualified teachers by the total number of courses being taught.

Data Manipulations Percentage of courses taught in previous year times 10. In year one, the percentage is 40% times 10% growth. The expected growth in year two is 4%.

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ADMINISTRATION

LAPAS CODE 20377

699A1.2

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 3% average growth will be demonstrated in the number of courses taught by a certified teacher and at least 95% of paraeducator staff will be highly qualified to provide required educational and/or related services.

Performance Indicator

Percentage of highly qualified paraprofessionals

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
94%	93%	93%	100%	100%	87%	100%	95%	90%

Rationale To fulfill the goal of ensuring appropriate educational services and ensuring that these services are provided to the maximum extent possible, qualified staff, certified to provide these services, must be employed. The SSD Administration will employ professional staff, such that in the SSD instructional program, at least 75% of all paraeducator staff will be properly certified.

What Data is Required? Data on the number and type of staff and positions by district.
Data on the number of paraeducators.

How is The Data Collected? Through maintenance of a personnel database, "All Jobs Report", sorted in Excel

Frequency Data Collection: Semi-Annually - Database maintained on an ongoing basis; Data Reporting: Semi-Annually - Within 10 days of the end of the quarter

Calculation Methodology Total number of paraprofessional positions, with the number successfully completing college credit courses and the number successfully completing the ParaPro assessment

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ADMINISTRATION

LAPAS CODE 5824

699A1.3

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 3% average growth will be demonstrated in the number of courses taught by a certified teacher and at least 95% of paraeducator staff will be highly qualified to provide required educational and/or related services.

Performance Indicator

Number of paraprofessionals

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
50	44	41	34	32	30	27	21	20

Rationale To fulfill the goal of ensuring appropriate educational services and ensuring that these services are provided to the maximum extent possible, qualified staff, certified to provide these services, must be employed. The SSD Administration will employ professional staff such that in the SSD instructional program, at least 75% of all paraeducator staff will be properly certified.

What Data is Required? Data on the number and type of staff and positions by district.
Data on the number of 1) professional staff and 2) paraeducators.

How is The Data Collected? Through maintenance of a personnel database, "All Jobs Report", sorted in Excel

Frequency Data Collection: Quarterly - Database maintained on an ongoing basis; Data Reporting: Quarterly - Within 10 days of the end of the quarter

Calculation Methodology Number of paraeducator positions

Data Manipulations

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ADMINISTRATION

LAPAS CODE 5825

699A2.1

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE EFFICIENCY

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD-Administration Activity will employ administrative personnel sufficient to provide management, support, and direction for the Instructional Program, and who will comprise 10.0% or less of the total agency employees.

Performance Indicator **Percentage of administrative staff positions to total staff**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
6.71%	8.00%	8.00%	10.20%	10.00%	10.00%	9.00%	8.00%	10.90%

Rationale For an efficient school district operation that emphasizes provision of instructional services to students, administration must be sufficient to provide support and supervision. SSD administration will employ administrative personnel sufficient to provide management, support, and direction for the instructional program, and also will compose 10% or less of the instructional program.

What Data is Required? Data on the number and type of staff and positions by district
Data on the number of 1) administrative staff and 2) non-administrative staff

How is The Data Collected? Through maintenance of a personnel database, "All Jobs Report", sorted in Excel. Total number of central office and school level administrative staff positions; total number of employed staff.

Frequency Data Collection: Quarterly - Database maintained on an ongoing basis; Data Reporting: Quarterly - Within 10 days of the end of the quarter

Calculation Methodology Total number of administrative positions (central office: state director, assistant state director, supervisors, classified administrator; school/program level: regional coordinators) divided by total number of staff positions times 100.

Data Manipulations Combined for total staff; separated for administrative staff positions

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 9678

699B1.1.1

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE INPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections), and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

Performance Indicator

Average number of students served

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
561	499	481	487	437	385	414	294	574

Rationale To fulfill the goal of providing appropriate educational services based on individual student needs, an adequate supply of teachers must be available to meet individual instructional needs. A ratio of teachers to students will be maintained within 25% of the prior year's levels.

What Data is Required? Data on the number of teachers employed; data on the number of students served. Data are tracked in Excel formats on the C:Drive/all Files/Census.

How is The Data Collected? Student data are collected monthly from schools/programs. Monthly reports are generated from the SSD student database (JPAMS).

Frequency Data Collection: Ongoing, SSD sites enter student data in the SSD student database. Data Reporting: Quarterly - Within 10 days of the last day of the quarter.

Calculation Methodology Because students move in and out of schools/programs, especially in the Office of Behavioral Health and Department of Corrections facilities, monthly census data are averaged by school/program each quarter. This results in the average number of students served. Teachers include certificated classroom based employees. The ratio of employed teachers to student ratios is calculated by dividing the average number of students by facility by the total number of employed teachers staff by facility.

Data Manipulations Separated by facility

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 5829

699B1.1.2

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE INPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections), and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

Performance Indicator **Number of students per teacher in mental health facilities**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
4.60	3.80	3.60	7.10	8.00	6.16	10.68	9.10	37.40

Rationale To fulfill the goal of providing appropriate educational services based on individual student needs, an adequate supply of teachers must be available to meet individual instructional needs. A ratio of teachers to students will be maintained within 25% of the prior year's levels.

What Data is Required? Student numbers in OBH facilities - report generated from SSD student database. Data on the number of teachers employed by SSD in OBH facilities.

How is The Data Collected? Through the maintenance of a personnel database, "All Jobs Report", sorted in Excel. Student data are generated from SSD student database.

Frequency Ongoing - Student data are entered in the SSD database. Data Reporting - Quarterly - Within 10 days of the last day of the quarter.

Calculation Methodology Because students move in and out of schools/programs, especially in the Office of Behavioral Health facilities, monthly census data are averaged by school/program each quarter. This results in the average number of students served. Teachers include certificated classroom based employees. The ratio of employed teachers to student ratios is calculated by dividing the average number of students by facility by the total number of employed teachers staff by facility.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 5830

699B1.1.3

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE INPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections), and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

Performance Indicator

Number of students per teacher in OCDD facilities

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
6.20	7.00	5.50	6.90	8.00	9.10	9.86	8.08	7.00

Rationale To fulfill the goal of providing appropriate educational services based on individual student needs, an adequate supply of teachers must be available to meet individual instructional needs. A ratio of teachers to students will be maintained within 25% of the prior year's levels.

What Data is Required? Student enrollment in OCDD facilities. Report generated from SSD student database (JPAMS). Data on the number of teachers employed by SSD in OCDD facilities; data on the number served in OCDD facilities. Data on the number and type of staff and positions by district. Data on the number of classroom-based professional staff.

How is The Data Collected? Through the maintenance of a personnel database, "All Jobs report", sorted in Excel. Student data are generated from the SSD database

Frequency Data Collection: Monthly - student data are generated from SSD database. Data Reporting: Quarterly - Within 10 days of the last day of the quarter.

Calculation Methodology Monthly census data are averaged by school/program each quarter. This results in the average number of students served. Teachers include certificated classroom-based employees. The ratio of employed teachers to student ratios is calculated by dividing the average number of students by facility by the total number of employed teachers staff by facility.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 5831

699B1.1.4

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE INPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections), and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

Performance Indicator

Number of students per teacher in DOC facilities

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
12.40	11.60	11.90	10.90	10.00	10.00	11.40	6.32	6.00

Rationale To fulfill the goal of providing appropriate educational services based on individual student needs, an adequate supply of teachers must be available to meet individual instructional needs. A ratio of teachers to students will be maintained within 25% of the prior year's levels.

What Data is Required? Student enrollment in DOC facilities, generated from SSD student database. Data on the number of teachers employed by SSD in DOC facilities; data on the number of students served in DOC facilities. Data on the number and type of staff and positions by district. Data on the number of classroom-based professional staff.

How is The Data Collected? Through the maintenance of a personnel database, "All Jobs Report", sorted in Excel. Student data are generated from SSD student database.

Frequency Data Collection: Monthly - Student data are generated from SSD student database. Data Reporting: Quarterly - Within 10 days of the last day of the quarter.

Calculation Methodology Monthly census data are averaged by school/program each quarter. This results in the average number of students served. Teachers include certificated classroom-based employees. The ratio of employed teachers to student ratios is calculated by dividing the average number of students by facility by the total number of employed teachers staff by facility.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 21080

699B1.1.5

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE INPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections), and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

Performance Indicator

Number of students per teacher in OJJ facilities

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
8.50	7.10	6.40	7.10	7.30	7.50	8.78	8.28	16.00

Rationale To fulfill the goal of providing appropriate educational services based on individual student needs, an adequate supply of teachers must be available to meet individual instructional needs. A ratio of teachers to students will be maintained within 25% of the prior year's levels.

What Data is Required? Student enrollment in OJJ facilities, generated from SSD student database. Data on the number of teachers employed by SSD in OJJ facilities; data on the number of students served in OJJ facilities. Data on the number of students served in OBH facilities. Data on the number and type of staff and positions by district. Data on the number of classroom-based professional staff.

How is The Data Collected? Through the maintenance of a personnel database, "All Jobs Report," sorted in Excel. Student data are generated from the SSD student database.

Frequency Data Collection: Monthly - Student data are generated from the SSD student database. Data Reporting: Quarterly - Within 10 days of the last day of the quarter.

Calculation Methodology Monthly census data are averaged by school/program each quarter. This results in the average number of students served. Teachers include certificated classroom based employees. The ratio of employed teachers to student ratios is calculated by dividing the average number of students by facility by the total number of employed teachers staff by facility.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 20406

699B1.2.1

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator

Percentage of students demonstrating one-month grade level increase per one month of instruction in SSD

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
57.00%	68.00%	66.80%	73.00%	29.70%	39.25%	50.80%	52.39%	49.80%

Rationale To fulfill the goal of providing students with instruction that meets their individual needs, SSD will ensure that students are receiving instruction based upon their individual needs, such that 70% of all students will demonstrate one month grade level increase per one month of instruction.

What Data is Required? Composite information is collected by the sites and submitted on a quarterly basis. This information is then aggregated for SSD and disaggregated by site.

How is The Data Collected? From data reported by each site. Reports are submitted quarterly from each site by fax, e-mail, or mail.

Frequency Data Collection: Quarterly - Within 10 days of the end of the quarter.

Calculation Methodology Numbers of students in SSD, their beginning reading score and their ending reading score are compared with future scores. Scores collected must be for students in attendance for six months or longer.

Data Manipulations Combined; disaggregation by school and by teacher.

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SPECIAL SCHOOL DISTRICT - ALL INSTRUCTION

LAPAS CODE 23257

699B1.2.2

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator **Percentage of students in the DOC facilities demonstrating one month instruction in math**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	62.2%	50.5%	40.0%	63.0%	49.0%	56.0%

Rationale This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.

What Data is Required? The Test of Adult Basic Education (TABE) is used to calculate this measure for our DOC students. This assessment is given quarterly and reported quarterly.

How is The Data Collected? The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.

Frequency TABE is given quarterly and reported quarterly.

Calculation Methodology Each quarter the baseline is considered and 3 months growth added to set the individual student's month for month growth target. (Ex: Baseline assessment of 5.1 grade equivalency and then three months later takes quarter 1 TABE, the goal is 5.4).

Data Manipulations N/A

Indicator Limitations Students are required to be enrolled for at least 6 months to be included in this indicator. This impacts the number of students included.

Legislative/Mandates We are mandated by legislation to provide special education services in the DOC facilities.

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 23260

699B1.2.3

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator **Percentage of students in the DOC facilities demonstrating one month grade level increase per one month instruction in reading**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	78%	32%	32%	57%	50%	54%

Rationale This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.

What Data is Required? The Test of Adult Basic Education (TABE) is used to calculate this measure for our DOC students. This assessment is given quarterly and reported quarterly.

How is The Data Collected? The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.

Frequency TABE is given quarterly and reported quarterly.

Calculation Methodology Each quarter the baseline is considered and 3 months growth added to set the individual student's month for month growth target. (Ex: Baseline assessment of 5.1 grade equivalency and then three months later takes quarter 1 TABE, the goal is 5.4).

Data Manipulations N/A

Indicator Limitations Students are required to be enrolled for at least 6 months to be included in this indicator. This impacts the number of students included.

Legislative/Mandates We are mandated by legislation to provide special education services in the DOC facilities.

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 23259

699B1.2.4

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator

Percent of students in the OJJ facilities demonstrating one month grade level increase per one month instruction in math

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	N/A	N/A	38%	50%	48%	50%

Rationale This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.

What Data is Required? The Test of Adult Basic Education (TABE) is used to calculate this measure for our OJJ students. This assessment is given quarterly and reported quarterly.

How is The Data Collected? The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.

Frequency TABE is given quarterly and reported quarterly.

Calculation Methodology Each quarter the baseline is considered and 3 months growth added to set the individual student's month for month growth target. (Ex: Baseline assessment of 5.1 grade equivalency and then three months later takes quarter 1 TABE, the goal is 5.4).

Data Manipulations N/A

Indicator Limitations Students are required to be enrolled for at least 6 months to be included in this indicator. This impacts the number of students included.

Legislative/Mandates We are mandated by legislation to provide special education services in the OJJ facilities.

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 25726

699B1.2.5

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator

Percent of students in the OJJ facilities demonstrating one month grade level increase per one month instruction in reading

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	62.3%	N/A	30.0%	49.0%	49.0%	51.0%

Rationale This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.

What Data is Required? The Test of Adult Basic Education (TABE) is used to calculate this measure for our OJJ students. This assessment is given quarterly and reported quarterly.

How is The Data Collected? The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.

Frequency TABE is given quarterly and reported quarterly.

Calculation Methodology Each quarter the baseline is considered and 3 months growth added to set the individual student's month for month growth target. (Ex: Baseline assessment of 5.1 grade equivalency and then three months later takes quarter 1 TABE, the goal is 5.4).

Data Manipulations N/A

Indicator Limitations Students are required to be enrolled for at least 6 months to be included in this indicator. This impacts the number of students included.

Legislative/Mandates We are mandated by legislation to provide special education services in the OJJ facilities.

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24049

699B1.3.1

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will have students agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.

Performance Indicator **Percentage of students in DOC facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	N/A	N/A	95.6%	98%	97%	98%	98%	98%

Rationale This indicator measures student satisfaction and agreement/disagreement that our services are valuable and engaging.

What Data is Required? A quarterly student survey is given to enrolled students.

How is The Data Collected? The survey is given by teachers (students can be anonymous), the data calculated utilizing a rubric, and verified by principals and central office staff quarterly.

Frequency The survey is given quarterly and reported quarterly.

Calculation Methodology Each student's satisfaction is calculated by adding up the students' responses to questions 1-8. A scale of 1 (unsatisfied), 2 (neutral), or 3 (satisfied) is used. A total score of 17-24 indicates student satisfaction and engagement, while a score of 0-16 indicates dissatisfaction and disengagement. Total number of students who are satisfied out of the total number of students surveyed gives us our percent of students engaged and satisfied.

Data Manipulations N/A

Indicator Limitations N/A

Legislative/Mandates We are mandated by legislation to provide special education services in the DOC facilities.

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24050

699B1.3.2

LAPAS KEY K

Contact person Patrick Coopeer

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will have students agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.

Performance Indicator

Percentage of students in OJJ facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	92%	85%	76.7%	84%	80%	81%	83%	82%

Rationale Active student engagement will result in increased academic performance. To fulfill the goal of providing students with instruction that meets their individual needs and promoting student success, SSD will ensure that students are receiving valuable educational experiences and are actively engaged in class, such that 90% of students acknowledge their engagement.

What Data is Required? Composite information is collected via student surveys and submitted quarterly. This information is then aggregated for SSD and disaggregated by school.

How is The Data Collected? Each school will report required data quarterly by fax, email, or mail.

Frequency Data collection occurs quarterly within 10 days of the end of the quarter.

Calculation Methodology Schools will report the percent of students who acknowledge that they are actively engaged during instructional time.

Data Manipulations Manipulations combined; disaggregation by school

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24051

699B1.3.3

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will have students agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.

Performance Indicator **Percentage of students in OCDD facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	88.0%	92.7%	96.7%	92.7%	92.0%	93.0%	91.0%	91.0%

Rationale Active student engagement will result in increased academic performance. To fulfill the goal of providing students with instruction that meets their individual needs and promoting student success, SSD will ensure that students are receiving valuable educational experiences and are actively engaged in class, such that 90% of students acknowledge their engagement.

What Data is Required? Composite information is collected via student surveys and submitted quarterly. This information is then aggregated for SSD and disaggregated by school.

How is The Data Collected? Each school will report required data quarterly by fax, email, or mail.

Frequency Data collection occurs quarterly within 10 days of the end of the quarter.

Calculation Methodology Schools will report the percent of students who acknowledge that they are actively engaged during instructional time.

Data Manipulations Manipulations combined; disaggregation by school

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24052

699B1.3.4

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTPUT

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will have students agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.

Performance Indicator **Percentage of students in mental health facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	79.7%	84.2%	89.0%	90.0%	88.0%	87.0%	87.0%	89.0%

Rationale Active student engagement will result in increased academic performance. To fulfill the goal of providing students with instruction that meets their individual needs and promoting student success, SSD will ensure that students are receiving valuable educational experiences and are actively engaged in class, such that 90% of students acknowledge their engagement.

What Data is Required? Composite information is collected via student surveys and submitted quarterly. This information is then aggregated for SSD and disaggregated by school.

How is The Data Collected? Each school will report required data quarterly by fax, email, or mail.

Frequency Data collection occurs quarterly within 10 days of the end of the quarter.

Calculation Methodology Schools will report the percent of students who acknowledge that they are actively engaged during instructional time.

Data Manipulations Manipulations combined; disaggregation by school

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24053

699B1.4.1

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will have students in OCDD and mental health facilities demonstrate positive behavior as shown by 80% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior.

Performance Indicator **Percentage of students in OCDD facilities demonstrating positive behavior**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	73.0%	86.8%	91.0%	90.0%	95.0%	97.0%	91.0%	92.0%

Rationale Increased positive student behavior will lead to increased student engagement and academic performance. To fulfill SSD's goal of increasing positive behaviors, 80% of students in OCDD facilities will demonstrate positive behaviour.

What Data is Required? Data from behavior checklists/tracking charts will be submitted quarterly. This information is then aggregated for SSD and disaggregated by school.

How is The Data Collected? Each school will report required data quarterly by fax, email, or mail

Frequency Data collection occurs quarterly, within 10 days of the end of the quarter.

Calculation Methodology Schools will report the percent of students who demonstrate positive behaviors.

Data Manipulations

Indicator Limitations

Legislative/Mandates

SSD	SSD - ALL INSTRUCTION	LAPAS CODE	24054
699B1.4.2		LAPAS KEY	K
<u>Contact person</u>	Patrick Cooper	LAPAS TYPE	OUTCOME
<u>Who is responsible for data collection?</u>	Yolanda Oates		

Objective (KEY) The SSD - All Instruction Activity will have 80% of students in OCDD and 90% of students in OBH facilities demonstrate a positive behavior.

Performance Indicator

Percentage of students in mental health facilities demonstrating positive behavior

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	93.6%	92.6%	90.0%	97.0%	96.0%	94.0%	82.0%	66.0%

Rationale Increased positive student behavior will lead to increased student engagement and academic performance. To fulfill SSD's goal of increasing positive behaviors, 70% of students in OCDD facilities will demonstrate positive behaviour.

What Data is Required? Data from behavior checklists/tracking charts will be submitted quarterly. This information is then aggregated for SSD and disaggregated by school.

How is The Data Collected? Each school will report required data quarterly by fax, email, or mail

Frequency Data collection occurs quarterly, within 10 days of the end of the quarter.

Calculation Methodology Schools will report the percent of students who demonstrate positive behaviors.

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24055

699B1.5.1

LAPAS KEY K

Contact person Allen Walls

LAPAS TYPE OUTPUT

Who is responsible for data collection? Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity will have Mental Health and OJJ facilities having a decrease in the number of dropouts as shown by a 3% decrease in the students labeled "Dropout" by the DOE in these facilities.

Performance Indicator **Decrease in the percentage of students labeled "Dropout" by the DOE in mental health facilities**

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	4.7%	4.8%	-8.0%	5.0%	0%	-1.0%	4.9%	-14.4%

Rationale To fulfill the goal of decreasing the number of dropouts OBH facilities will show a 3% decrease in the numbr of students labeled "Dropout".

What Data is Required? Data on the number of dropouts in OBH facilities is needed.

How is The Data Collected? Dropout data is collected and reported by the DOE.

Frequency Data produced once annually

Calculation Methodology DOE calculates dropout data.

Data Manipulations Manipulations sorted by facility

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24057

699B1.6

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will provide special education services to students in DOC facilities so that 15% will attain a GED before being discharged.

Performance Indicator

Percentage of students in DOC facilities to attain a GED

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	9.4%	12.5%	18.6%	11.0%	12.0%	7.0%	10.0%	10.0%

Rationale To fulfill the goal of providing students with individualized instruction and allowing maximum growth, SSD will ensure that all students achieve success, such that 15% of adult correctional students attain a GED.

What Data is Required? Data on the number of students receiving a GED is needed.

How is The Data Collected? Data is collected from each adult correctional facility.

Frequency Data is collected annually.

Calculation Methodology The number of total students in adult corrections versus the number that attain a GED will be used to calculate data.

Data Manipulations Manipulations combined; disaggregated by school

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE 24058

699B1.7

LAPAS KEY K

Contact person Patrick Cooper

LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oates

Objective (KEY) The SSD - All Instruction Activity will implement instruction and assessment to ensure academic progress for challenging students in OCDD facilities as shown by 70% of the students showing increased academic progress as measured using STAR and ABLLS (Assessment of Basic Language & Learning Skills).

Performance Indicator

Percentage of students in OCDD facilities showing increased academic progress as measured by using STAR and ABLLS

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
N/A	76.9%	79.3%	60.7%	38.0%	58.0%	42.0%	71.0%	74.0%

Rationale To fulfill the goal of providing students with individualized instruction that meets their individual needs, SSD will ensure students are receiving instruction based upon their individual needs, such that 70% of OCDD students show increased academic progress as measured using TABE and ABLLS.

What Data is Required? Data on the number of students showing increased academic progress

How is The Data Collected? Each school will report the data on a quarterly basis.

Frequency Data is collected quarterly, within 10 days of the end of the quarter.

Calculation Methodology The number of total students versus the number of students showing academic progress will be used to find percent showing progress.

Data Manipulations Manipulations combined; disaggregated by school

Indicator Limitations

Legislative/ Mandates