

Louisiana's Consolidated Allocation Plan Proposal

February 2026

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Introduction

The Louisiana Department of Education (LDOE) is requesting consolidation of the Elementary and Secondary Education Act (ESEA) funding flexibility across various ESEA state set-aside programs. The goal is to boost strategic planning, technical assistance, and direct support, aligning with President Trump and Secretary McMahon's vision to simplify the complex landscape of federal education funding. The ESEA consolidation will provide Louisiana Lead Education Agencies (LEAs) with more targeted resources for their unique educational needs.

The LDOE currently administers multiple ESEA programs through siloed state-level set-aside funding streams. Each stream has unique requirements, and the current Title structure limits the LDOE's strategic capacity to align federal resources around the [LDOE's education priorities and BRAVE pillars](#).

Rationale

The LDOE respectfully submits this waiver request under Section 8401 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The LDOE seeks to consolidate federal funding streams under Title I, Parts B/C/D; Title II, Part A; Title III, Part A; Title IV, Parts A/B (Title IV-B flexibility to begin in FY27 after current awards close); Title V (REAP); and Title VII, Part B (McKinney-Vento) into the Louisiana Consolidated Allocation Plan. Louisiana's Strategic Consolidated Allocation Plan streamlines the administration, supports alignment with Louisiana's education priorities and BRAVE pillars, and promotes greater flexibility for LEAs to achieve student-centered outcomes. This waiver request does not apply to Title I, Part A, which will remain fully compliant with existing federal provisions.

This approach maximizes the impact of federal funds by enabling districts to target investments based on local needs and accelerates academic achievement, particularly for historically underserved student populations.

This waiver request aligns with the U.S. Department of Education's core goals:

- Strategic alignment: Consolidating funds around state education priorities.
- Local empowerment: Elevating local-level decision-making capacity.
- Academic outcomes: Emphasis on literacy, math, high school completion, and postsecondary readiness.
- Data transparency and continuous improvement: Streamlined reporting with meaningful accountability.

Louisiana's Consolidated Allocation Plan is structured around the two provisions of flexibility and support to better support students, families, educators, schools, and communities.

- **Local Education Agencies (LEAs) Flexibility (Ed-Flex Waiver Request and Administrative Actions with No Waiver Requested)**

In response to the U.S. Department of Education (ED) and stakeholder feedback, LDOE will separately apply for ED Flex waivers to expand LEA-level flexibilities. Through Ed-Flex authority and utilizing the existing ESSA flexibilities, LEAs will be able to administer fund allocations to meet their unique needs, increase efficiency, and direct resources toward student-centered supports.

- **State Educational Agency (SEA) Flexibility (Waiver Request)**

The primary goals of the Louisiana Consolidated Action Plan are to streamline state-level processes, consolidate resources, and reduce administrative burdens so that programs can more effectively align with Louisiana's statewide educational priorities.

Note: State Required Equitable Services are provided to eligible non-public schools

The LDOE will determine the amount of funds to be designated for equitable services for Title II Part A, and Title IV, Part A state set-aside funds. The LDOE will consult with all eligible non-public schools to determine which are participating, assess their needs, and provide the required services aligned to those needs as required.

These two flexibility provisions establish a comprehensive approach to implementing Louisiana's Consolidated Allocation Plan Proposal. The proposal balances state-level efficiency, local autonomy, and equitable access to services for stakeholders.

Waiver Request

In the absence of an available template, please consider the following to be Louisiana's formal waiver request submission.

This waiver request meets the statutory requirements, as it:

(A) Identifies the Federal programs affected by the requested waiver ([Appendix A](#))

1. Title I, Part A (Basic Programs):
 - ESEA Section 1127(b), Section 8303
2. Title I, Part C (Migrant):
 - 1306(b), Section 8303(a),(b),(c)
3. Title I, Part D (Neglected and Delinquent):
 - Section 8303(a),(b),(c)
4. Title II, Part A (Supporting Effective Instruction):
 - Section 2101(d), Section 2104(a), Section 8303(a),(b),(c)
5. Title III, Part A (English Language Learners):
 - Section 8303(a),(b),(c)
6. Title IV, Part A (Student Support and Academic Enrichment):
 - Section 8303(a),(b),(c)
7. Title IV, Part B (21st Century Community Learning Centers):
 - Section 8303(a),(b),(c)
8. Title V (Rural Education Achievement Program):
 - Section 5224, Section 8303(a),(b),(c)

(B) Describes which Federal statutory or regulatory requirements are to be waived:

The LDOE seeks to exercise the flexibility provided under Section 8201 of the ESEA (20 U.S.C. 7821), Consolidation of State Administrative Funds for Elementary and Secondary Education Programs, to consolidate State administrative (for which LDOE has existing authority) and State activity set-aside funds. This provision authorizes State Education Agencies (SEAs) to consolidate administrative amounts across multiple federal programs when the majority of resources are derived from non-federal sources. The majority of the LDOE's budget is derived from non-federal resources. Currently the LDOE is funded with 84.25% state, 15.53% federal, and 0.22% other funds. The LDOE can maximize flexibility in use of funds, reduce duplicative administrative costs, and better align resources with Louisiana's top educational priorities through the exercising of this authority combined with the requested reporting waivers.

Eight federal programs, totaling \$509 million, are impacted through State administrative (\$5,962,002) and State activities set-aside funds (\$4,552,854). LDOE is requesting permission to consolidate these funds across applicable ESEA programs. Section 8401(a)(1) of the ESEA further authorizes the U.S. Secretary of Education to waive certain federal statutory and regulatory requirements for any ESEA program. The consolidation of these funds will enable the LDOE to improve the:

1. Strategic Alignment Across Programs

- Integrated planning: Provides LDOE the flexibility to align multiple funding streams to the [LDOE's education priorities and BRAVE pillars](#).
- Reduction of funding silos: Eliminates duplicative or fragmented programs by combining efforts across Titles.
- Increased coherent supports for schools: Easier to braid funding meets the holistic needs of struggling schools or priority student groups.

2. Fiscal Efficiency

- Strategic resource allocation: LDOE can target funds toward high-leverage initiatives with clear return on investment (ROI) instead of spreading them thin across multiple low-impact activities.
- Amount of unused carryover: Unused funds in one Title can be reallocated within the consolidated block instead of sitting idle.

3. Enhanced Innovation

- Supports for underserved students in innovative ways: Consolidated State Level Funding can fund targeted supports like DSS, AI-driven interventions, or learning pods that don't fit cleanly under individual Titles.
- Family's educational choices: Allows the LDOE to prioritize school and parent choice models that span multiple federal programs.

Louisiana's Consolidated Allocation Plan Proposal focuses resources on [LDOE's education priorities and BRAVE pillars](#) while maintaining strict compliance with ESEA requirements. Funds are managed as a single unified pool, while maintaining the tracking of expenditures to ensure allowability.

Note: Louisiana is applying for Ed-Flex waivers under the Education Flexibility Partnership Act of 1999, as reauthorized by Section 9207 of the ESEA, amended by the Every Student Succeeds Act (ESSA). The Ed-Flex program permits the LDOE to waive certain statutory or regulatory requirements for one or more included programs on behalf of participating LEAs.

(C) Describes how the waiving of such requirements advances student academic achievement:

Exercising Section 8201 consolidation authority, together with Consolidated Allocation Plan waivers, will allow the LDOE to deploy administrative resources more strategically, shifting staff time from fragmented compliance tasks towards streamlined technical assistance, fiscal oversight, and program improvement.

1. Priorities – Louisiana's Consolidated Allocation Plan will advance student achievement by:

Outcomes

- Improving student achievement in ELA and math.
- Increasing access to high-quality professional development.
- Strengthening language supports for English learners.
- Expanding access to STEM and well-rounded education programs.

The [LDOE's education priorities and BRAVE pillars](#) maintain a clear focus on academic achievement.

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

2. Align federal spending with LDOE's education priorities and the BRAVE pillars by enabling:

- **Back-to-the-Basics:** Schools are established to develop academic learning and skills in all children. Schools will ensure academic excellence through the prudent utilization of their personnel, resources, and time to prioritize endeavors aligned with their original intent. Instead of chasing other pursuits, schools will go "Back-to-the-Basics" with a laser focus on teaching

fundamental academic content and skills. The “Back-to-the-Basics” approach solidifies knowledge for early learners and prepares them for the remainder of their academic years, careers, and future pursuits.

- **Redesign High Schools:** The nature of employment continues to change; our high schools must adapt to prepare students for success in current and future workforce needs. Through the personalization of high school for each student, students are better prepared for a well aligned transition to high-wage work, higher education, or service.
 - **Accelerate Parental Rights:** Children belong to their parents, not the government. A child’s first and foremost teacher is their parent. Parents, not bureaucrats, must be in the driver’s seat of their children’s education. Parents send their children to school with a desire for their child to receive a quality education. Anything to solidify and accelerate the fundamental rights of parents should be a priority.
 - **Value Teaching Professionals:** High-quality school teachers are second only to a student’s parent in importance to that student’s success. A comprehensive approach must be utilized to value teaching professionals. We must appreciate the significance of the profession and those who choose to serve the next generation. We will continue to value teaching professionals with the frequent evaluation of practices, policies, and pay and be responsive in these as needed.
 - **Expand Education Freedom:** In Louisiana, educational freedom opportunities should be abundant for families. Our goal is to broaden the available choices for students and eliminate obstacles that currently prevent them from accessing the educational models and environments best suited to their needs. Louisiana is cultivating a more robust array of educational choices beyond high-quality traditional public schools, encompassing options like public charters, non-public institutions, and home-study programs. Students should not be mandated to attend failing schools simply because of their zip code. The LDOE is expanding its options which put families in the driver’s seat for their child’s education.
- 3. Improving efficiencies by reducing duplicative reporting and administrative burdens to advance achievement:**
- Allowing staff to prioritize district support that directly impacts students, rather than duplicative compliance tasks;
 - Redirecting staff capacity to targeted assistance for student groups in need of support, including English learners, migratory students, and neglected or delinquent youth, as well as students with disabilities and students experiencing homelessness;
 - Enhancing program monitoring and evaluation to quickly identify performance lags and adjust supports; and
 - Promoting cross-program collaboration so federal resources address the most pressing barriers to learner achievement.

4. Investments – consolidated funds will directly support:

The LDOE has developed the Super App, which allows districts to complete a single application to access all listed ESEA funds. Since 2020 this electronic application system has served as the mechanism for schools to submit aligned claims. The LDOE is enhancing the Super App to allow for increased flexibility with state set-aside funding across ESEA programs. The improvement will increase transparency, strengthen accountability, and provide more timely access to critical information.

The LDOE's ability to align funding across multiple federal programs with its top education priorities remains constrained at both the state and local levels. Through the greater flexibility afforded by the Louisiana Consolidated Allocation Plan proposal resources will focus on:

- Strengthening evidence-based literacy and mathematics instruction as the foundation for long-term academic success,
- Ensuring access to multiple postsecondary pathways, including through career and technical education (CTE), work-based learning (WBL), industry-based-credentials (IBCs), advanced coursework, and dual enrollment (DE),
- Maximizing flexibility so resources can be directed toward accelerating learning to narrow and close student achievement gaps, and
- Strengthening school accountability and continuous improvement systems through timely, data-driven interventions.

Each of the [LDOE's education priorities and BRAVE pillars](#) have advanced over the past two years and have contributed to the proven acceleration of student achievement in Louisiana.

5. Louisiana's Academic Progress

Louisiana has made historic gains in academic achievement through a focus on foundational skills, student-centered policies, and strategic investments in our educators. Despite significant disruptions from the pandemic and multiple historically active hurricane seasons, Louisiana has continued to demonstrate measurable academic growth:

- Louisiana students achieved their highest overall national ranking and across all grade levels and subjects on [The Nation's Report Card](#) released in 2024.
 - Overall, Louisiana improved from **49th in 2019 to 32nd in 2024.**
 - Louisiana 4th graders were **1st in the nation** for reading growth for the second consecutive cycle of The Nation's Report Card and moved from **50th overall in 2019 to 16th in 2024.**
 - Louisiana 4th graders were in the **top five for math growth in the nation** and moved from **50th in 2019 to 38th in 2024.**

- Louisiana 8th graders have improved in reading from **45th in 2019 to 29th in 2024**.
- Louisiana was one of 14 states to post gains in 8th-grade math, moving from **49th in 2019 to 43rd in 2024**.
- Louisiana students with disabilities and economically disadvantaged students **outperformed the national average** in both achievement and growth.
- Louisiana ranked **1st in the nation for reading and second for math** in the most recent [Education Recovery Scorecard](#).
 - The report found that Louisiana was the **only state** where the average student has completed their recovery from 2019 to 2024.
 - The analysis found that Louisiana's strategy for investing federal funding contributed to the academic recovery, especially targeted efforts such as high-dosage tutoring.
- Louisiana Pre-K–12 education has achieved its **highest-ever ranking** in the latest [U.S. News & World Report Best States rankings](#).
 - Following three consecutive years of growth, Louisiana has risen from **46th to 37th in this national indicator**.

Louisiana continues to build on this progress with new and expanded programs. These programs include a statewide K–3 literacy screener, a K–3 math screener, expanded access to high-dosage tutoring, and teacher training in foundational math instruction. Louisiana has adopted a revised accountability system that raises expectations for students, elevates the value of career education, and improves transparency for families. National experts have called it the strongest accountability system in the country.

Louisiana's upward trajectory reflects a “back-to-the-basics” approach to education and a commitment to giving teachers the support they need to remain focused on delivering high-quality instruction to teach every student.

(D) Describes the methods the LDOE will use to monitor and regularly evaluate the effectiveness of the implementation of the plan :

The LDOE will ensure that consolidated reporting keeps student achievement and the narrowing and closing of the achievement gap data at the forefront. Reporting provides transparent and reliable measures of impact while safeguarding compliance with all ESEA requirements.

Monitoring, Reporting & Evaluation

The LDOE publicly posts outcome and investment data each year, disaggregated by subgroup. An annual publication of the Strategic Investment Plan aligned to the [LDOE's education priorities and BRAVE pillars](#) is released by the department. The LDOE submits annual reports connecting strategic investments to student outcomes. The Louisiana Consolidated Allocation Plan will continue to utilize the LDOE's existing data and reporting systems to reduce burden and increase transparency.

Consolidating ESEA state level funding will require the LDOE to develop a new comprehensive and strategic approach to ensure accountability, compliance, and effective use of funds while balancing the added flexibility. The LDOE's monitoring and evaluation plan structure is as follows.

1. Develop a Clear State-Level Monitoring Framework

- Define measurable goals and outcomes aligned with the consolidated state level funds purpose and state priorities (e.g., improving literacy rates, increasing graduation rates).
- Establish performance indicators that reflect progress across all the program areas combined in the block grant.
- Design a monitoring rubric or scorecard that captures both compliance and programmatic effectiveness.

2. Require LEA/Recipient Reporting and Documentation

- Develop quarterly reports that include:
 - Financial reports on expenditures aligned to allowable uses;
 - Progress reports tied to measurable outcomes;
 - Narrative updates on program implementation and challenges.
- LEAs are required to maintain documentation and data systems to support audits and reviews.

3. Conduct Risk-Based Monitoring and Audits

- Use a risk assessment model to prioritize onsite and virtual monitoring visits, focusing on LEAs with high-risk indicators (e.g., previous audit findings, large fund allocations, poor performance data).

4. Leverage Data Systems and Technology

- Integrate financial, academic, and compliance data into a centralized monitoring platform
- Use data analytics to identify trends, anomalies, and performance gaps
- Support LEAs with tools for self-monitoring and early issue detection

5. Provide Technical Assistance and Capacity Building

- Offer LEAs training and guidance on allowable uses, reporting expectations, and best practices
- Host office hours, webinars, and workshops focused on intended outcomes of allocated consolidated state-level funding
- Maintain and staff a help desk for LEA's questions related to compliance and fiscal management

6. Engage Stakeholders and Maintain Transparency

- Publish annual reports summarizing block grant allocations, uses, and outcomes
- Engage with stakeholders (i.e. district staff members, families, community partners) in feedback loops to assess program effectiveness
- Use feedback to inform continuous quality improvement in monitoring and support

School Identification and Improvement Supports

Consistent with [Louisiana's 2024 USED-approved ESSA State Plan](#), the Louisiana Department of Education will continue to identify and support schools in need of improvement using all student achievement data, including disaggregated results for student groups from annual assessments.

The LDOE has strengthened its system of support for schools identified as Comprehensive Support and Improvement (CSI). The Office of Teaching and Learning reorganized three divisions and reassigned School Improvement field support specialists to the Literacy and Numeracy divisions to better serve schools and school systems. This reorganization places instructional content and high-quality instructional materials (HQIM) at the center of improvement efforts and elevates the role of teacher and leader capacity-building in accelerating student learning.

During the 2025–2026 school year, the LDOE focused on improving LEA access to HQIM by strengthening unit and lesson preparation and leveraging teacher collaboration to deepen instructional coherence and implementation. With clear guidance, practical tools, and targeted support, educators are equipped to plan effectively and deliver meaningful learning in every classroom. The LDOE launched a Menu of Services program to operationalize this support. The Menu of Services program allows LEAs to request differentiated assistance aligned to their specific needs. Systems identify a single point of contact to coordinate requests and ensure support is aligned to local priorities, assist with logistics, and data sharing.

The school system support work is grounded in data. Student outcomes, system needs, and statewide implementation data all shape the priorities and inform the strategies advanced across the Literacy, Numeracy, Academic Content, Diverse Learners, and the Educator Talent & Workforce Development divisions. The Office of Teaching and Learning exists to serve the field by providing technical assistance, guidance, resources, and direct support so every system. The goal of the office is to help ensure all school systems know what success looks like, what to do to attain it, and how best to achieve success within their system.

Monitoring Effectiveness of the Consolidated Allocation Plan

The LDOE will use multiple strategies to evaluate Consolidated Allocation Plan implementation and outcomes:

1. Fiscal Oversight Performance Indicators of ESEA Programs

- Annual Risk assessments are conducted for 100% of LEAs selected.
- 100% of LEA business managers/program directors receive allocation balance reports four times annually.
- 100% of eligible districts have access to ongoing guidance and technical assistance globally through monthly FSGR calls, and more directly through the electronic grants management system utilizing the LEA Fiscal Dashboard and periodic expenditure reports (PERs).
- 100% of eligible districts maintain compliance with all applicable ESEA program requirements.

2. Systematic Data Collection

- Data will be collected and analyzed through statewide systems, including:
 - Electronic Grant Management System (eGMS),
 - Ed Link 360, and
 - District/School Report Cards.

3. Continuous Review and Feedback will occur through:

- Quarterly evaluations of Fiscal Oversight Performance Indicators to identify trends, successes, and areas for adjustment,
- Stakeholder engagement through regular feedback from LDOE and LEAs,
- Collaborative data analysis by ESEA program consultants and the Office of Analytics, Assessment and Accountability to assess student achievement and Consolidated Allocation Plan effectiveness, and
- Findings communicated to all stakeholders.

4. Compliance with Core ESEA Requirements

- The LDOE affirms its responsibility to monitor and enforce the following requirements:
 - **Allocation and distribution of funds:** These are calculated twice annually, published publicly, and uploaded into eGMS for district use.
 - **Maintenance of effort:** Regular oversight ensures funds are used for authorized purposes and that performance goals are achieved.
 - **Comparability of services:** LEAs must maintain policies ensuring equivalence in staff, salaries, curriculum, and instructional supplies across Title I and non-Title I schools.
 - **Supplement, not supplant:** LDOE staff are trained to assess allowability and provide guidance to LEAs.
 - **Equitable participation of private school students and teachers:** Equitable shares are calculated, published, and managed through eGMS, with consultation agreements

reviewed by LDOE.

- **Parent and Family Engagement:** The LDOE supports LEAs with professional learning and guidance on family engagement strategies that improve attendance, reduce chronic absenteeism, and close achievement gaps.
- **Civil rights protections:** The LDOE remains committed to ensuring protections and high-quality services for English learners, migratory students, neglected or delinquent youth, and students experiencing homelessness.

5. Risk-Based Monitoring

- As a federal pass-through entity, the LDOE evaluates each subrecipient's risk of noncompliance (2 CFR § 200.332).
- The Division of FSGR Statewide Monitoring uses a two-fold approach:
 - a. Universal monitoring of all subrecipients throughout the year; and
 - b. Targeted monitoring of high-risk districts identified through annual risk assessments.

6. Monitoring practices include:

- Focused compliance reviews for high-risk districts while reducing burden for consistently strong performers.
- Interim data checkpoints with technical assistance for districts not on track.
- Adjustments to support (e.g., professional development, technical assistance) based on monitoring results.
- Annual refinement of consolidated processes to improve efficiency without compromising accountability.

7. Fiscal Accountability for Consolidated Funds

- **LDOE will track the use of consolidated funds consistent with Section 8201 by:**
 - Documenting the proportional allocation methodology across all consolidated ESEA programs;
 - Using eGMS to monitor expenditures and ensure allowability;
 - Using LDOE's Monthly Budget meeting to monitor state-level program balances;
 - Submitting annual consolidated reports to USED; and
 - Participating in periodic USED reviews as required under Section 8201(d).

(E) includes only information directly related to the waiver request:

This submission includes only information directly related to the waiver request.

(F) Describes how schools will continue to provide assistance to the same populations served by programs for which waivers are requested :

The LDOE remains steadfast in its commitment to ensuring the civil rights protections in ESEA, including requirements for districts to provide specific services and supports to English learners, migratory students, neglected or delinquent youth, and students experiencing homelessness. The LDOE is equally committed to ensuring that these student groups receive services that are not only compliant, but also high-quality, efficient, and effective to accelerate academic progress and address student needs. This will be achieved by aligning federal funds with state priorities and providing additional professional development to strengthen local capacity.

Note: *LDOE does not seek waivers related to the development and implementation of challenging state academic standards and aligned assessments described in Section 1111(b)(1) and (2) of the ESEA, nor to the production of annual state and school report cards required under Section 1111(h). Louisiana will continue to publish these report cards through the Louisiana School Performance Profiles. To continue to provide visibility and transparency, the LDOE will continue to annually generate district-level report cards providing the overall student performance of the district, as well as, the performance of individual subgroups.*

LDOE's Resources Committed to Improving Student Achievement

The LDOE's Office of Teaching and Learning (T&L) exists to strengthen the quality of instruction in every Louisiana classroom. Our role is to develop clear guidance, high-quality resources, aligned professional learning, and ongoing support that helps school systems implement the state's education priorities. This work is strongly supported by the state set aside funding that is to be considered for consolidation.

Data guides all work at the LDOE. Student outcomes, system needs, and statewide implementation data shape areas of focus. Strategies are developed that are operationalized across the T&L divisions (Literacy, Numeracy, Academic Content, Diverse Learners, and Educator Talent and Workforce Development). The Office of Teaching and Learning works to serve the field. Through technical assistance, guidance documents, resources, and field-facing supports, we ensure that every system knows what to do, how to do it, and what success looks like. We have processes in place (Instructional Materials Review) that tier HQIM (high-quality instructional materials), and staff that support implementation of these materials. This support is put in place to strengthen teacher collaboration, build teacher and leader capacity, and ensure that diverse learners — including English Learners and students with disabilities — have meaningful access to grade-level content.

All of our work is aligned to the statewide priorities and the foundational commitment that every student deserves high-quality instruction every day. The Office of Teaching and Learning keeps the main thing the main thing: improving student learning through high-quality teaching. These efforts are producing results. Louisiana's composite NAEP ranking in 4th and 8th grade reading and math improved from 49th in 2019 to 32nd nationally — the highest in state history. Louisiana was one of only two states where 4th graders exceeded pre-pandemic achievement in reading and math and ranked among the top states for learning recovery. Between 2019 and 2024, Louisiana ranked 1st in reading recovery and 2nd in math recovery nationwide. State assessment (LEAP) results also show continued gains, including increases in the percentage of students scoring Mastery or above.

Providing Services and Supports to Meet the Needs of All Student Populations

Advanced by these administrative flexibilities in the Consolidated Allocation Plan, students who are English learners, migratory students, neglected or delinquent youth, and students experiencing homelessness will continue to receive targeted support. LDOE and local districts will ensure that:

- English learners have access to differentiated instruction and language development supports;
- Migratory students receive continuity of services and educational interventions tailored to their mobility and academic needs;
- Rural students benefit from equitable access to high-quality instructional materials, enrichment opportunities, and professional learning;
- Students experiencing homelessness receive coordinated services and supports that remove barriers to attendance and address their mobility and academic needs; and
- Juvenile justice-involved students are provided specialized academic and behavioral supports.

These supports will be integrated into professional development, technical assistance, and monitoring activities, ensuring that administrative flexibilities enhance—never diminish—services and supports for these student groups.

Consolidated Allocation Plan Stakeholder Feedback Summary

In developing the initial draft of Louisiana's Consolidated Allocation Plan, the LDOE sought feedback from district and school leaders which included local district superintendents. The LDOE solicited public comment by placing the waiver request on its website for two weeks and by including the waiver request in the weekly electronic newsletter for all local stakeholders to provide feedback. This is LDOE's typical practice for gathering input regarding any waiver applications to be submitted to ED.

To gather specific feedback about equitable services to nonpublic schools, the LDOE provided an opportunity for non-public school leaders (i.e. regional diocese superintendents, non-public principals.) to provide input on any potential changes that result in the agency receiving this waiver. The agency will request continuous feedback as needed from the public, public school districts, public charter schools, nonpublic schools, and Area Education Agencies, including superintendents, local federal program supervisors, and the Nonpublic School Advisory Counsel, as it implements the flexibilities afforded with approval of this plan. The collected feedback reflects the perspectives of education leaders responsible for implementing and ensuring compliance with the numerous programmatic and

fiscal requirements of ESEA programs.

Public Comment regarding Louisiana's Consolidated Allocation Plan were made available via the following link: [link to be added prior to final submission]

Appendix A: Citations

1. Title I, Part A (Basic Programs);

- ESEA Section 1127(b): SEC. 1127. [20 U.S.C. 6339] CARRYOVER AND WAIVER.

(b) WAIVER. — A State educational agency may, once every 3 years, waive the percentage limitation in subsection (a) if — (1) the agency determines that the request of a local educational agency is reasonable and necessary; or (2) supplemental appropriations for this subpart become available.

(B) EXCEPTION. — A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency.

- Section 8303: SEC. 8303. [20 U.S.C. 7843] CONSOLIDATED REPORTING.

(a) IN GENERAL. — In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report.

(b) CONTENTS. — The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities.

(c) REPLACEMENT. — The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

2. Title I, Part C (Migrant);

- 1306(b): SEC. 1306. [20 U.S.C. 6396] COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE-DELIVERY PLAN; AUTHORIZED ACTIVITIES.

(B) may be submitted as a part of a consolidated application under section 8302, if —

- (i) the unique needs of migratory children are specifically addressed in the comprehensive State plan;
- (ii) the comprehensive State plan is developed in collaboration with parents of migratory children; and
- (iii) the comprehensive State plan is not used to supplant State efforts regarding, or administrative funding for, this part;

- Section 8303(a),(b),(c): see above

3. Title I, Part D (Neglected and Delinquent);

- Section 8303(a),(b),(c): see above

4. Title II, Part A (Supporting Effective Instruction);

- Section 2101(d): SEC. 2101. [20 U.S.C. 6611] FORMULA GRANTS TO STATES.

(d) STATE APPLICATION. —

- (1) IN GENERAL. — In order to receive an allotment under this section for any fiscal year, a State shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.
- (2) CONTENTS. — Each application described under paragraph (1) shall include the following:
 - (A) A description of how the State educational agency will use funds received under this title for State-level activities described in subsection (c).
 - (B) A description of the State's system of certification and licensing of teachers, principals, or other school leaders.
 - (C) A description of how activities under this part are aligned with challenging State academic standards.
 - (D) A description of how the activities carried out with funds under this part are expected to improve student achievement.
 - (E) If a State educational agency plans to use funds under this part to improve equitable access to effective teachers, consistent with section 1111(g)(1)(B), a description of how such funds will be used for such purpose.
 - (F) If applicable, a description of how the State educational agency will work with local educational agencies in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems that meet the requirements of subsection (c)(4)(B)(ii).
 - (G) An assurance that the State educational agency will monitor the implementation of activities under this part and provide technical assistance to local educational agencies in carrying out such activities.
 - (H) An assurance that the State educational agency will work in consultation with the entity responsible for teacher, principal, or other school leader professional standards, certification, and licensing for the State, and encourage collaboration between educator preparation programs, the State, and local educational agencies to promote the readiness of new educators entering the profession.
 - (I) An assurance that the State educational agency will comply with section 8501 (regarding participation by private school children and teachers).
 - (J) A description of how the State educational agency will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

(K) A description of actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the State educational agency

- Section 2104(a): SEC. 2104. [20 U.S.C. 6614] REPORTING.

(a) STATE REPORT. Each State educational agency receiving funds under this part shall annually submit to the Secretary a report that provides —

- (1) a description of how the State is using grant funds received under this part to meet the purpose of this title, and how such chosen activities improved teacher, principal, or other school leader effectiveness, as determined by the State or local educational agency;
- (2) if funds are used under this part to improve equitable access to teachers for low-income and minority students, consistent with section 1111(g)(1)(B), a description of how funds have been used to improve such access;
- (3) for a State that implements a teacher, principal, or other school leader evaluation and support system, consistent with section 2101(c)(4)(B)(ii), using funds under this part, the evaluation results of teachers, principals, or other school leaders, except that such information shall not provide personally identifiable information on individual teachers, principals, or other school leaders; and
- (4) where available, the annual retention rates of effective and ineffective teachers, principals, or other school leaders, using any methods or criteria the State has or develops under section 1111(g)(2)(A), except that nothing in this paragraph shall be construed to require any State educational agency or local educational agency to collect and report any data the State educational agency or local educational agency is not collecting or reporting as of the day before the date of enactment of the Every Student Succeeds Act.

- Section 8303(a),(b),(c): see above

5. Title III, Part A (English Language Learners);

- Section 8303(a),(b),(c): see above

6. Title IV, Part A (Student Support and Academic Enrichment);

- Section 8303(a),(b),(c): see above

7. Title IV, Part B (21st Century Community Learning Centers);

- Section 8303(a),(b),(c): see above

8. Title V (Rural Education Achievement Program).

- Section 5224: SEC. 5224. [20 U.S.C. 7351c] REPORT.

Each State educational agency or specially qualified agency that receives a grant under this subpart shall prepare and submit an annual report to the Secretary. The report shall

describe —

- (1) if the report is submitted by a State educational agency, the method the State educational agency used to award grants to eligible local educational agencies, and to provide assistance to schools, under this subpart;
 - (2) how local educational agencies and schools used funds provided under this subpart; and
 - (3) the degree to which progress has been made toward meeting the objectives and outcomes described in the application submitted under section 5223, including having all students in the State or the area served by the specially qualified agency, as applicable, meet the challenging State academic standards.
- Section 8303(a),(b),(c): see above

Appendix B: Reporting

The LDOE will submit annual reports that include the required information as indicated in the table below.

Title Program	Report	Citation
Title I Part A	EDFacts - Title I School Status (authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA))	ESEA Sections 1113(a)(2)(B) and 1113(b)(1)(A), 34 C.F.R. § 200.78(a)(1)
	EDFacts - Title IA Parent Involvement Reservation (authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA))	ESEA Section 1116(a)(3), ESEA Section 1116(a)(3)(C)
	EDFacts - Title IA Private School Participation (authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA))	ESEA section 1117(a)(4)(A); 34 C.F.R. § 200.64(a)(1)-(2))
	EDFacts -Title IA Reservation to Serve Homeless Children and Youth, (authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA))	ESEA Section 1113(c)(3)(A) of the ESEA and 34 C.F.R. § 200.77(a)(1)-(2)
	Title I Part A Program Participation: SWP and TAS Programs, (authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA))	ESEA Sections 1113(a)(2)(B) and 1113(b)(1)(A), 20 U.S.C. 6313
	Title I Part A LEA Low Income Count of Public School Students	ESEA section 1113(a)(6), ESEA Section 1113(a)(3) and 34 C.F.R. § 200.78(a)(1), ESEA Section 1113(a)(5)(A)
	Title I Part A LEA Low Income Count of Nonpublic School Students	ESEA section 1113(c) and 34 C.F.R. § 200.78(c)
	Title I, Part A Allocations	34 C.F.R.§§ 200.64, 200.77, and 200.78.1 and ESEA section 1117(a); 34 C.F.R. §§ 200.64(a) 200.77(d)).
	Title I, Part A – Excess Carryover Waiver	ESEA Section 1127(a), Section 1127(b)

Title Program	Report	Citation
Title I Part C	Consolidated State Performance Report (CSPR)	ESEA Sec. 1304(b)(3) and Sec. 1308(b)(2). 34 C.F.R. § 200.89(c). ESEA Sec. 8303. ESEA Sec.1304(e) EDGAR Sec. 75.118 and 75.590
Title I Part D Subparts 1 and 2	Consolidated State Performance Report (CSPR)	Section 8303 [20 U.S.C. 7843] Consolidated Reporting; ESEA Section 1431 (a)
Title IIA	Title II Annual Survey on the use of funds under the Elementary and Secondary Education Act (ESEA)	Section 2104(a) of the ESEA
Title III	Consolidated State Performance Report (CSPR) EdFacts Annual Surveys	ESEA Sec. 8303. ESEA Sec. 3201(7) ESEA Sec. 3115 (c) and (d) ESEA Sec. 3114(d) ESEA Sec. 3111(b)(2)(D) ESEA Sec. 3121. [20 U.S.C. 6841]
Title IVA	CSPR	ESEA § 4104(a)(2), 4104(a)(3), 4106(e)(2)(E)-(F)
Title IVB	21st Century APR	EDGAR, 34 CFR § 75.253

Title V	CSPR Part II	Data submitted through EDPass are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through EDFacts (OMB 1850-0925).]EDFacts Data Group 614: REAP Alternative Fund Use Authority status] ESEA Sec. 5221 (a)(2)
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Appendix C: Activities Aligned to Louisiana's Priorities

The table below outlines initiatives that align with Louisiana's state education priorities. This alignment provides clear guidance for decision-making and ensures that resources are directed toward programs and activities that support the state's top priorities. Training, supports, and resources are focused on schools with high concentrations of poverty, rural communities, and high English learner enrollment.

Priority	Examples
Early childhood leading to kindergarten readiness	<p>Student identification, progress monitoring, and academic support and intervention:</p> <ul style="list-style-type: none"> • Consistent, high-quality early childhood educational supports through aligned curriculum, assessments, and classroom observations across birth–5 • Priority-aligned professional learning statewide investments, supporting teacher preparation, development, and retention <ul style="list-style-type: none"> ◦ Early language and literacy development instruction aligned to the Science of Reading ◦ Job-embedded professional learning aligned to early childhood academics, assessments, and classroom practice, including coaching and mentoring • Family engagement strategies to support early language, literacy, and math learning at home, aligned to classroom instruction and state standards • Continuity of expectations between early learning settings and elementary classrooms <p>Expanded access to high-quality early learning environments:</p> <ul style="list-style-type: none"> • Identification of early care and education desert areas and recruitment of new early care and education sites in those areas, to participate in the quality improvement and accountability system • Recruitment, development, and retention supports for the early childhood workforce <ul style="list-style-type: none"> ◦ Expand alternative and stackable credential pathways that allow early childhood educators to enter the profession while earning credentials ◦ Reduce barriers to certification and credential completion through tuition assistance and flexible coursework options ◦ Increase access to compensation supports, career ladders, and advancement opportunities tied to demonstrated instructional effectiveness

<p>Literacy instruction aligned to the Science of Reading</p>	<p>Student identification, progress monitoring, and academic support and intervention:</p> <ul style="list-style-type: none"> • Universal early literacy student screening and biweekly student progress monitoring • Universal literacy student screening and student progress monitoring • High-dosage, personalized reading tutoring for all students at scale statewide • Take-home educational materials to support learning at home and everywhere, including decodables <p>Professional Learning:</p> <ul style="list-style-type: none"> • Art and Science of Teaching Reading for PK-5 teachers • Content Literacy Series • ELA Unit and Lesson Preparation • HQIM implementation fidelity professional learning and resources
<p>Math instruction from foundational to advanced skills</p>	<p>Student academic support and intervention:</p> <ul style="list-style-type: none"> • The development and implementation of the state wide numeracy screener. • The identification of students for high-dosage tutoring in mathematics. • Providing the support program, Zearn, to all public schools serving grades K-8. <p>Professional Learning:</p> <ul style="list-style-type: none"> • Development, support and implementation of K-12 professional learning addressing vertical alignment of mathematical concepts and the blending of 15 concepts, procedures, strategies, problem-solving, and disposition. • Professional learning for leaders in mathematics best practices to create understanding in the teacher and leader evaluation systems and in support of HQIM implementation. • Job embedded field coaching for teachers and leaders state wide provided by LDOE numeracy coaches. • Supports a community of practice of math leaders focusing on supporting HQIM implementation through instructional coaching.

Priority	Examples
Opportunities ensuring a meaningful high school experience	<p>Student supports:</p> <ul style="list-style-type: none"> Align core and CTE courses to student attainment of work-based learning experiences and industry-recognized credentials, including: <ul style="list-style-type: none"> Student exam fees Instructional equipment Non-consumable instructional supplies Computer equipment and software Wired and wireless internet connections Installation costs Instructor training related to new equipment purchases Instructor training expenses required to offer the credential Curriculum enhancements Launch a multi-tiered internship campaign to inform business and industry of the benefits of offering internships; and inform parents and students of available internship opportunities in their region. Grow the number of students earning a regionally relevant IBC from the Louisiana Works state focus list. Increase the number of school systems offering work-based learning opportunities. Expand the number of high-quality Certificate of Technical Studies (CTS) available through dual enrollment programs. <p>Professional development and partner supports</p> <ul style="list-style-type: none"> Increase the number of instructors qualified to provide college credit opportunities. Improve access to dual enrollment by providing trainings to counselors on enrollment requirements, funding opportunities, and different modalities of enrollment. Enhance partnerships that expand access to college credit and credential opportunities, focusing on areas in which access to early college is limited. Increase the number of existing Registered Apprenticeships that will enroll high school students
An effective teacher for every student	<p>Teacher recruitment, development, and retention supports:</p> <ul style="list-style-type: none"> Recruitment and Retention Fellowship New Teacher Experience Aspiring Educators Program Mentor Teacher Scope and Sequence Teacher preparation initiatives <ul style="list-style-type: none"> Louisiana Aspiring Educator Rubric (LAER) Policy implementation support Teacher Preparation Quality Rating System (TPQRS), including on-site reviews <p>Professional Learning:</p> <ul style="list-style-type: none"> New Teacher Experience summer kickoff and five modules throughout the year

	<ul style="list-style-type: none"> • LEADS rubric training for all educators across the state. • LEADS on-site support training for school systems. • LAER rubric training for teacher preparation providers. • Professional learning for teacher preparation providers for HQIM, literacy, numeracy, English Learners, and computer science. • Aspiring Principal Fellowship • Education Leadership Alternate Pathway 4 • Novice Principals Academy • Mentor Principal Corps • PACE (Principals Aspiring for Career Excellence) • Learning modules in the Professional Learning Platform
Expand educational choice for students and families	<p>Strengthen Local and BESE Authorization:</p> <ul style="list-style-type: none"> • Excellence in Authorizing Cohorts • New Charter Orientation • Experience Charter Academy • Charter Board Governance Training • Charter Board Finance Training • Yearly Charter Refresher Training <p>Increase Charter Options in areas with limited offerings</p> <ul style="list-style-type: none"> • Expanded Request For Application Process • Third Party Charter Application Reviews • Partnerships with Experienced Charters and Authorizers

Appendix D: Ed-Flex Waivers

Louisiana's Consolidated Allocation Plan focuses on applying for Ed-Flex waivers based on existing statutory formulas. These waivers will provide school districts with greater flexibility to allocate funding according to their specific needs. This approach enables districts to implement more targeted interventions and programs that build on their existing best practices while addressing the unique challenges faced by their communities.

Note: The Ed-Flex waiver authority applies to the following sections of the ESEA:

1. Title I, Part A – Basic Programs Operated by LEAs (excluding Section 1111);
2. Title I, Part C – Education of Migratory Children;
3. Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk;
4. Title II, Part A – Supporting Effective Instruction; and
5. Title IV, Part A – Student Support and Academic Enrichment Grants.

Title Program	Ed-Flex Waiver	Citation
Title I, Part A (Basic Programs)	Waive the limitation that no more than 15% of Title I, Part A may be carried over except once every three years for the next five Federal fiscal years (FFY26 through FFY30). Allow 0% to up to 100% of Title I, Part A to be carried over every Federal fiscal year to support large investments in SEA-approved evidence-based student academic supports and school improvement activities.	Section 1114 (a)(1) (B) - Schoolwide Programs ESEA Section 1127(a) (b) - Excess Carryover Waiver
Title I, Part D (Neglected and Delinquent)	Waive the limitation that 15% to 30% of the SEA's Neglected/Delinquent funds support transition services for the next five Federal fiscal years (FFY26 through FFY30).	ESEA Section 1428(a)

Title Program	Ed-Flex Waiver	Citation
Title IV, Part A (Student Support and Academic Enrichment)	Waive Title IV, Part A content area spending limitations capping Effective Use of Technology at 15% and requiring at least 20% for Well-Rounded Education and Safe and Healthy Students in certain LEAs for the next five Federal fiscal years (FFY26 through FFY30), providing LEAs flexibility regarding mandatory spending maximums and minimums for each content area. Allow 0% to up to 100% of the LEA's Title IV, Part A funds to be spent on Effective Use of Technology, Well-Rounded Education, or Safe and Healthy Students. Noting Louisiana's top priority to promote vibrant, safe, and healthy learning environments, many LEAs would seek to utilize 100% of Title IV, Part A funds on Safe and Healthy Students to support comprehensive school safety investments.	ESEA Section 4106(e)(2)(C), (D), and (E) ESEA Section 4109(b) ESEA, Section 4106(d) Section 4109(b) Section 4106(e)(2)(C), (D), and (E)

Once Ed-Flex waivers are approved, Louisiana will utilize its **Super App** for each district to submit a waiver application to the LDOE. In the initial application, each LEA must address the following:

- The specific regulation(s) or portion of federal statute for which the LEA seeks flexibility;
- The purpose of exercising the funding flexibilities and how it will directly support increased student achievement and performance;
- The performance measures the LEA will use to track the effectiveness of the request and how results will be measured and reported; and
- The alignment between the LEA's stated performance measures and the long-term goals and accountability metrics outlined in Louisiana's approved ESSA plan.

The LDOE will maintain regular oversight of grant recipients to ensure compliance with state and federal requirements, determine program effectiveness, and gather information for strategic planning. LDOE's monitoring activities will ensure that awards are used for authorized purposes and that performance goals are achieved. This existing oversight structure will be updated as necessary to align with the approved waivers.

In their electronic grants management applications to LDOE, school districts will outline plans to deliver ESEA services and supports that address the unique needs of students who are English learners, migratory, considered neglected or delinquent, and experiencing homelessness. Applications must include:

- A Lau Plan to support English learners;
- A migratory liaison;

- A foster care/neglected and delinquent liaison;
- Partnerships with state-run institutions and residential facilities to support education continuity and successful transitions;
- A homeless liaison; and
- Partnerships with community-based organizations, particularly for out-of-school programming.

LDOE is required to “evaluate each subrecipient’s risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring” (2 CFR § 200.332). The FSGR Statewide Monitoring team implements a cyclical and risk-based approach for monitoring all subrecipients under the ESSA throughout the year. Additionally, targeted monitoring is conducted, based on an annual risk review, to specifically focus on subrecipients identified as having higher risk factors.

Note: Louisiana school districts currently leverage flexibility in all ESSA programs through existing authority.

Appendix E: ESSA Flexibilities and Administrative Actions

The Louisiana Department of Education (LDOE) will leverage the following flexibilities under the Every Student Succeeds Act (ESSA) to maximize the impact of state and local resources in support of student achievement, equity, and operational efficiency.

1. Direct Student Services (ESEA section 1003A)

- A State has the flexibility to determine whether to reserve a portion (up to three percent) of its Title I, Part A funds to support direct student services. (ESEA section 1003A).

2. Funding Transferability for States (ESEA section 5103)

- States and districts have broad flexibility under the ESEA to transfer some or all of their funds under certain ESEA programs to other eligible ESEA programs in order to better meet State and local needs. (See ESEA section 5103).

SEC. 5103. [20 U.S.C. 7305b] TRANSFERABILITY OF FUNDS.

(a) TRANSFERS BY STATES. —

- (1) IN GENERAL. — In accordance with this part, a State may transfer all, or any lesser amount, of State funds (including funds transferred under paragraph (2)) allotted to the State for use for State-level activities under the following provisions for a fiscal year to one or more of the State's allotments for such fiscal year under any other of such provisions:

(A) Part A of title II.

(B) Part A of title IV.

(C) Section 4202(c)(3).

3. Consolidation of Funds for State Administration (ESEA section 8201(a))

- A State that can demonstrate that the majority of its resources are derived from non-Federal sources has the flexibility to consolidate funds specifically made available to it for State administration under any ESEA program, as well as other programs that the Secretary may designate. (ESEA section 8201(a)).

4. Consolidation of Funds for Local Administration (ESEA section 8203)

- Districts can consolidate administrative funds across ESEA programs with state approval, reducing reporting duplication and burden while increasing flexibility at the local level.

5. Consolidation of Funds in a Schoolwide Program (ESEA section 1114)

- Eligible schools with $\geq 40\%$ poverty consolidate Title I and other federal funds.

6. Small, Rural School Achievement (SRSA) (Title V, Part B) (ESEA section 5211(b))

7. Following notification of LDOE by July 1 each year, use the Alternative Fund Use Authority (AFUA) to allow eligible districts to use the formula funds they receive under Title II, Part A and Title IV, Part A for any activities authorized under Title I, Part A; Title II, Part A; Title III; or Title IV, Parts A or B.

8. English Learner Student Group (ESEA section 1111(b)(3)(B))

- LDOE counts former English learners up to four years after exit in its statewide school accountability system to recognize the success of those students, families, and educators.

By applying these ESSA flexibilities, Louisiana aims to:

- Enhance direct student support by reserving funds for interventions that target achievement gaps.
- Increase efficiency and strategic resource use through fund transferability and consolidation.
- Narrow and close achievement gaps by enabling LEAs and schools to prioritize funding for students with the greatest need.
- Support sustainability by reducing administrative burden and ensuring that resources are directed toward long-term capacity building rather than short-term fixes.