



Louisiana Believes

**LOUISIANA DEPARTMENT OF EDUCATION**

**STRATEGIC PLAN**

**FY 2014-2015 THROUGH FY 2018-2019**

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STATE SUPERINTENDENT OF EDUCATION**

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# LOUISIANA DEPARTMENT OF EDUCATION

## STRATEGIC PLAN OVERVIEW

### **Louisiana Department of Education Vision:**

If we believe, children will achieve

### **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 arrive 4<sup>th</sup> grade on time and on-level
3. Students arrive 9<sup>th</sup> grade on time and on-level
4. Students on track to college in 9<sup>th</sup> grade
5. Students on track to college in 11<sup>th</sup> grade.
6. Students will graduate on time.
7. Graduates will persist through college
8. Students will enroll in college or join workforce

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.

**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 that 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 (\$134.8 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 (\$1.262 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 (\$509.2 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 (\$3.422 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 (\$25.4 million)  
Provides flow-through funds to nonpublic schools to enhance student learning and performance.
6. Appropriation 699 -- Special School Districts (\$14.6 million)  
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).

The State 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 2014-2015 through 2018-2019 Strategic Plan is in alignment 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

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**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*

ACTIVITY: MANAGEMENT & FINANCE

ACTIVITY: HUMAN RESOURCES

ACTIVITY: INFORMATION TECHNOLOGY SERVICES

ACTIVITY: ANALYTICS

### **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 2019 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.*

## **STATE ACTIVITIES PROGRAM: Administrative Support**

*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 2019 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 contracts administration and asset management (movable property and building operational support) to administrative and state level programs. Through 2019 the Appropriation Control Division will maintain less than ten 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 10 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: Administrative Support**

### **OBJECTIVE: 678A4 – HUMAN RESOURCES ACTIVITY**

The Human Resources Activity provides human resource services such that through 2019 the Department will complete at least 98% of DOE employee performance reviews and plans within established civil service guidelines.<sup>1</sup>

**STRATEGY 678A4** - *The Human Resources Activity, will ensure that 98% of agency employee performance reviews and plans are completed within established civil service guidelines.*

*Percentage agency employee performance reviews and plans completed within established civil service guidelines*

### **OBJECTIVE: 678A5 – Information Technology Services (ITS)**

The ITS division is responsible for the technological infrastructure of the Department of Education, including the efficient and effective management of mainframe computers, networks, data collection, data maintenance, data analysis, the production of reports and strategic planning, such that by 2019 that 90% of urgent/high priority helpdesk requests are resolved in 5 days or less and that servers are accessible 99% of the time.

**STRATEGY 678A5.1** *The Information Technology Services Activity (ITS) will maintain maximum productivity from all systems by having 90% of urgent/high priority helpdesk requests resolved in 5 days or less.*

*Percentage of urgent/high priority helpdesk requests resolved in 5 days or less*

**STRATEGY 678A5.2** *The Information Technology “Services Activity (ITS) will provide uninterrupted access to the Louisiana Department of Education (LDOE) servers to both internal and external users 99% of the time.*

*Percentage of time servers are accessible*

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<sup>1</sup> 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.



## **STATE ACTIVITIES PROGRAM: Administrative Support**

**STRATEGY 678A6** *The Analytics Division Activity, ITS will conduct an Annual Data Management Workshop for LEA personnel such that 90% of the participants that respond are satisfied or above with the conference.*

*Number of participants*

*Percentage of participants that rate the activity to be satisfactory or above*

## STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

ACTIVITY: ASSESSMENT & ACCOUNTABILITY

ACTIVITY: PORTFOLIO

ACTIVITY: STUDENT PROGRAMS

ACTIVITY: TALENT

ACTIVITY: CONTENT

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- STUDENT STANDARDS AND ASSESSMENT

The Assessment & Accountability 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 2019 student level assessment data will be provided for at least 95% of all eligible students.

**STRATEGY 678B1** *The Assessment & Accountability 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 integrated LEAP (iLEAP)*

*Percentage of eligible students tested by LEAP*

*Percentage of eligible students tested by End of Course (EOC) test*

*Percentage of eligible students tested by the Summer Retest for LEAP*

## STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

### **OBJECTIVE: 678B2 – SCHOOL ACCOUNTABILITY**

The Assessment & Accountability Activity, will have all schools to continue to show improvement as defined by the School Accountability System such that through 2019, 75% of all schools will be meeting adequate yearly progress.

**STRATEGY 678B2** *The Assessment & Accountability 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 facilitates the creation and operation of high quality charter schools as evidenced by the creation of 11 new charter schools annually through 2019.

**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 – STUDENT PROGRAMS**

The Student Programs 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 2019, the Nutrition Assistance Division will continue to conduct administrative reviews of all sponsors, with all sponsors being reviewed at least once every five years.

## **STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT**

**STRATEGY 678B4.1** *The Student Programs 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 678B4.2** *The Student Programs 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: 678B5 – STUDENT PROGRAMS**

The Student Programs Activity, through the 21<sup>st</sup> Century Learning Center Program provides leadership, coordination and oversight for the learning centers statewide, such that through 2019 there will be a 5% increase in the number of the 21st Century Community Learning Center providers that earn a performance rating of Satisfactory or above in the annual rating process in academic effectiveness.

**STRATEGY 678B5** *The Student Programs Activity, through the 21<sup>st</sup> Century Learning Center Program,, to have a 5% increase in the number of 21<sup>st</sup> Century Community Learning Center providers that earn a performance rating of Satisfactory or above in the annual program evaluation process in academic effectiveness*

*Percentage increase in the number of 21st Century Community Learning Center providers that earn a performance rating of Satisfactory or above in academic effectiveness*

## STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

### OBJECTIVE: 678B6 - STUDENT PROGRAMS

The Student Programs 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 2019 Special Populations activity will maintain the current 100% of completed evaluations within mandated timelines.

**STRATEGY 678B6.1** *The Student Programs 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 678B6.2** *The Student Programs 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: 678B7 - 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 2019, the Teacher Certification Division will maintain the certification process rate of 96% within the 45-day guideline.

**STRATEGY 678B7** *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*

## STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

### OBJECTIVE: 678B8 – CONTENT

The Content Activity, through the Career and Technical Education Initiative, prepares students for post-secondary endeavors by ensuring that through 2019, the percent of CTE teachers receiving IBC training will exceed 20%.

**STRATEGY 678B8.1** *The Content Activity, through the Career and Technical Education Initiative will provide the direct and appropriate programs and training to have 20% of CTE teachers receiving IBC training.*

*Percent of teachers receiving IBC training*

*Number of teachers receiving IBC training*

*Number of students awarded a national or state IBC*

*Percentage of students awarded a national or state IBC*

**STRATEGY 678B8.2** *The Content Activity, through the Career and Technical Education Initiative, will provide the direct and appropriate programs and training to have 15,000 dually enrolled students annually in post-secondary endeavors.*

*Number of dually enrolled students*

### OBJECTIVE: 678B9 – DISTRICT SUPPORT NETWORKS

The District Support Networks Activity prepares all students for college and careers as evidenced that through 2019 the Louisiana 4-Year Cohort Graduation Rate will increase by 2% annually, thereby reducing the high school dropout rate.

**STRATEGY 678B9.1** *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 which will decrease the annual high school dropout rate by 1% 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*

## STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

**STRATEGY 678B9.2** *The District Support Networks Activity will provide the direct and appropriate programs and training to have graduating classes with an ACT score of 18 or higher in English and 19 or higher in math rise 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: 678B10 –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 2019, 3<sup>rd</sup> and 8<sup>th</sup> grade students will perform at basic or above in English Language Arts (ELA) on the iLEAP Assessment at 50% and 62%, respectively, and 66% or more of 8<sup>th</sup> grade students will perform at basic or above in mathematics on the LEAP Assessment.

**STRATEGY 678B10.1** *The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 50% or more of 3<sup>rd</sup> grade students are performing at basic or above in English Language Arts (ELA) on the iLEAP Assessment.*

*Percent of participating students reading on or above grade level in 3<sup>rd</sup> grade*

*Percent of students entering the 4<sup>th</sup> grade on time*

**STRATEGY 678B10.2** *The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 62% or more of 8<sup>rd</sup> grade students are performing at basic or above in ELA on the LEAP Assessment.*

*Percent of all 8<sup>th</sup> grade students performing at basic or above in ELA on the 8<sup>th</sup> grade LEAP*

**STRATEGY 678B10.3** *The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 66% or more of 8<sup>rd</sup> grade students are performing at basic or above in mathematics on the LEAP Assessment.*

*Percent of all 8<sup>th</sup> grade students in the State performing on or above grade level in mathematics on the LEAP Assessment*

### **OBJECTIVE: 678B11 – DISTRICT SUPPORT NETWORKS**

## STATE ACTIVITIES PROGRAM: DISTRICT SUPPORT

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 2019 those schools will achieve a school wide value added score of 3 or above on the school value score.

**STRATEGY 678B11** *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 3 or above on the school value score.*

*Percentage of schools implementing the Teacher Advancement Program achieving a school wide value added gain score of 3 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: 678B12 – DISTRICT SUPPORT NETWORKS**

The District Support Network 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 2019, in concert with NCLB, 15% of low-performing schools will annually be removed from the list of Academically Unacceptable Schools (AUS).

**STRATEGY 678B12** *The District Support Network Activity will assign Distinguished Educators (DEs) to low-performing schools such that 15% of low-performing schools will annually be removed from the AUS list .*

*Number of Distinguished Educators (DEs) assigned to low-performing schools*

*Number of school districts with low-performing and AUS schools that received School Turnaround Office (STO) support*

*Number of low-performing and AUS schools that received STO support*

*Percentage of low-performing and AUS schools that received STO 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: 678C1 - 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 2019 the Teacher Certification Division will maintain the certification process rate of 96% within the 45-day guideline.

**STRATEGY 678C1** *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

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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 NO CHILD LEFT BEHIND (NCLB)**

The Federal Programs Activity, through NCLB 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 2019, the students in the Title I schools are at or above the proficient level on the LEAP and EOC tests as indicated by a 68.4% level in English/Language Arts and a 65.2% level in mathematics.

## **SUBGRANTEE ASSISTANCE: SCHOOL AND DISTRICT SUPPORTS**

**STRATEGY 681A1** The Federal Programs Activity, through the NCLB, *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 or EOC 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

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

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

*Percentage of Title I schools that make adequate yearly progress as defined by NCLB*

### **OBJECTIVE: 681A2 SPECIAL POPULATIONS**

The Federal Programs and State Programs Activities, through Special Populations, funds will flow to locals to provide services to children with exceptionalities, such that through 2019, 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*

*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*

## **SUBGRANTEE ASSISTANCE: SCHOOL AND DISTRICT SUPPORTS**

*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*

**STRATEGY 681A2.2** The Federal Programs and State Programs Activities, through Special Populations will insure that 25.7% of 3<sup>rd</sup> graders and 42.7% of 8<sup>th</sup> graders with disabilities increase who are determined to be literate by earning basic or above on iLEAP in English Language Arts(ELA)

*Percentage increase of 3<sup>rd</sup> graders with disabilities determined to be literate by earning basic or above on iLEAP in ELA*

*Percentage increase of 8<sup>th</sup> graders with disabilities determined to be literate by earning basic or above on iLEAP in ELA*

*Percentage increase of 8<sup>th</sup> graders with disabilities earning basic or above on iLEAP in math*

*Percentage increase in students with disabilities who graduate on time as measured by the adjusted cohort graduation rate*

### **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 2019 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 according to guidelines.*

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

*PIP average salary increment*

*Number of remaining PIP participants*

## **SUBGRANTEE ASSISTANCE: SCHOOL AND DISTRICT SUPPORTS**

### **OBJECTIVE: 681A4 - SCHOOL AND DISTRICT SUPPORTS**

The School and District Supports Program, through the Federal Program Activity, K-12 students participating in the 21<sup>st</sup> Century Community Learning Center (CCLC) Program by 2019 will have a safe and academically enriched environment in the out-of-school hours as shown by 55% 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 55% annual increase in academic performance.*

*Number of students participating*

*Percentage of 21<sup>st</sup> CCLC providers that earn a performance rating of satisfactory or above in the annual evaluation process in academic effectiveness, customer satisfaction and compliance*

*Percentage of K-12 students in after school programs (21<sup>st</sup> 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 2019 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: HUMAN CAPITAL

### **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 Human Capital Activity will flow funds to locals to ensure that through 2019 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 Highly Qualified teachers as exhibited by 78% of core academic classes being taught by teachers meeting the ESEA Section 9101(23) definition of a Highly Qualified teacher.

**STRATEGY 681B1** *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 Highly Qualified teachers as exhibited by 78% of core academic classes being taught by teachers meeting the ESEA Section 9101(23) definition of a Highly Qualified teacher.*

*Percentage of core academic classes being taught by "Highly Qualified" 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*

## **SUBGRANTEE ASSISTANCE: STUDENT-CENTERED GOALS**

ACTIVITY: COLLEGE AND CAREER READINESS

ACTIVITY: LITERACY

### **MISSION:**

The mission of the Student-Centered Goals Program is to provide the necessary financial resources in the LEAs and schools to support the College and Career Readiness and Literacy 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 – NON PUBLIC SCHOOL EARLY CHILDCARE DEVELOPMENT (NSECD) PROGRAM**

The Literacy Activity, NSECD Program, will ensure that funds will flow to locals to provide programs for at-risk four-year-old children, such that through 2019 the local LEAs will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds through LA4.

**STRATEGY 681C1** *The Literacy Activity, NSECD Program will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds.*

*Percentage of at-risk children served (LA4)*

*Number of at-risk preschool children served (LA4)*

*Number of at-risk preschool children served by the 4-hour before and after program*

*Number of at-risk preschool children served by the 6-hour instructional program*



## **SUBGRANTEE ASSISTANCE: STUDENT-CENTERED GOALS**

*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*

# RECOVERY SCHOOL DISTRICT

DEPARTMENT OF EDUCATION

## **RECOVERY SCHOOL DISTRICT APPROPRIATION 19 - 682**

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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.

# RECOVERY SCHOOL DISTRICT

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

## 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 2019 there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests.

**Strategy 682A1** *The Recovery School District Program through Instruction Activity, will provide services to students based on State student standards such that there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests*

*Percentage of students who meet or exceed the Basic or Above performance levels on the Criterion-Referenced tests in English Language Arts for grade 3*

*Percentage of students who meet or exceed the Basic or Above performance levels on the Criterion-Referenced tests in ELA & Math for grade 8*

*Percentage of students who graduate from high school each year with their original class cohort in the RSD-N.O.*

*Percentage of students who graduate from high school each year with their original class cohort in the RSD-LA.*

# RECOVERY SCHOOL DISTRICT

*Percentage of growth of students scoring Basic or Above in all State tests in all grades*

## 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 2019 there will be a 5% or less change order rate in the 5-year plan to demolish non-historic schools, 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*

*The RSD will have substantial completion on eight (8) new or renovated properties by the end of FY 2013-2014*

# MINIMUM FOUNDATION PROGRAM

DEPARTMENT OF EDUCATION

## MINIMUM FOUNDATION PROGRAM APPROPRIATION 19 - 695

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**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:** The MFP goal is to equitably allocate state education funding.

# MINIMUM FOUNDATION PROGRAM

ACTIVITY: MINIMUM FOUNDATION PROGRAM

## MISSION:

**The MFP mission is to equitably allocate state education funding to public school districts and schools.****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 2019, 60% of students meet or exceed "proficient" performance levels on the state-approved Criterion-Referenced Tests (CRT), LEAP, EOC, and iLEAP.

**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).*

*Percentage of students who score at or above the basic achievement level on the Criterion-Referenced tests in English Language Arts (ELA) for grades 3-8 and who score at or above the Good achievement level on the CRT in ELA for grades 10-11 (English II & III)*

*Percentage of students who score at or above the basic achievement level on the Criterion-Referenced tests in math for grades 3-8 and who score at or above the Good achievement level on the CRT in math for grades 9-10 (Alg. I, Geometry)*

## 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 2019 local school boards will use flow-through funding to provide classroom staffing, maintaining a 90% level of teachers meeting state standards.

## MINIMUM FOUNDATION PROGRAM

**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 “Highly Qualified” 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 2019 all 68 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

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ACTIVITY: NONPUBLIC REQUIRED SERVICES

ACTIVITY: NONPUBLIC SCHOOL LUNCH

ACTIVITY: NONPUBLIC TRANSPORTATION

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-E**

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 2019 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 47.19% of requested expenditures.*



## NONPUBLIC ASSISTANCE

*Percentage of requested expenditures reimbursed*

### **OBJECTIVE: 697B1 - NONPUBLIC SCHOOL LUNCH**

The Nonpublic Assistance Program, through Nonpublic School Lunch Activity, through 2019 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 \$6,208 for full-time lunch employees and \$3,105 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 TRANSPORTATION \***

The Nonpublic Assistance Program, through Nonpublic Transportation Activity through 2019, will reimburse nonpublic schools for transportation costs of eligible nonpublic school children in accordance with the funding amount allocated by the Legislature.

**STRATEGY 697C1** *The Nonpublic Transportation activity will provide on average \$397 per student to transport nonpublic students when funded.*

*Number of nonpublic students transported*

*Per student amount*

- **NOTE: This activity has not been funded since FY 2009-2010.**

### **OBJECTIVE: 697D1 - NONPUBLIC TEXTBOOK ADMINISTRATION**

The Nonpublic Assistance Program, through Nonpublic Textbook Administration Activity, through 2019 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 697D1** *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.*

## NONPUBLIC ASSISTANCE

*Number of nonpublic students*

*Percentage of textbook funding reimbursed for administration*

### **OBJECTIVE: 697E1 - NONPUBLIC TEXTBOOKS**

The Nonpublic Assistance Program, through Nonpublic Textbooks Activity, through 2019 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 697E1** *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 reimbursed at \$27.02 per student*

# SPECIAL SCHOOL DISTRICT

## DEPARTMENT OF EDUCATION

### SPECIAL SCHOOL DISTRICT APPROPRIATION 19 - 699

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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.

# SPECIAL SCHOOL DISTRICT

## 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 2019 in the Special School District Administration Program a 10% growth will be demonstrated in the number of courses taught by a Highly Qualified 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 10% growth will be demonstrated in the number of courses taught by a Highly Qualified 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 Highly Qualified teacher*

*Percentage of Highly Qualified paraprofessionals*

*Number of paraprofessionals*

## **SPECIAL SCHOOL DISTRICT**

**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 8% or less of the total agency employees.*

*Percentage of administrative staff positions to total staff*

# SPECIAL SCHOOL DISTRICT

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 2019 teacher/student ratios will be 4.0 students per teacher in OBH (Office of Behavioral Health), 5 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 14 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 4 students per teacher in OBH facilities.*

*Average number of students served*

*Number of students per teacher in OBH facilities*

*Number of students per teacher in OCDD facilities*

## SPECIAL SCHOOL DISTRICT

*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 70% 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*

*Percentage of students in DPS&C, including OJJ and DOC facilities, demonstrating one month grade level increase per one month instruction in math*

*Percentage of students at DPS&C, including OJJ and DOC 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 correction facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class*

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

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

## SPECIAL SCHOOL DISTRICT

**STRATEGY 699B1.4** *The SSD-All Instruction Activity will have 80% of students in OCDD and 90% of students in OBH facilities demonstrate a positive behavior.*

*Percentage of students in OCDD facilities demonstrating positive behavior*

*Percentage of students in OBH facilities demonstrating positive behavior*

**STRATEGY 699B1.5** *The SSD-All Instruction Activity will have OJJ and OBH 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 OBH facilities*

*Decrease in the percentage of students labeled "Dropout" by the DOE in OJJ 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 TABE and ABLLS (Assessment of Basic Language & Learning Skills).*

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



## APPENDIX

### APPENDIX A: ABBREVIATIONS AND CHECKLIST

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<b>AUS</b>	Academically Unacceptable Schools
<b>CCLC</b>	21 <sup>st</sup> Century Community Learning Center
<b>CRT</b>	Criterion Referenced Tests
<b>CTE</b>	Career and Technical Education
<b>DEs</b>	Distinguished Educators
<b>DOC</b>	Department of Corrections
<b>DOE</b>	Department of Education
<b>DPSC</b>	Department of Public Safety and Corrections
<b>ELA</b>	English Language Arts
<b>EOC</b>	End of Course
<b>ITS</b>	Information Technology Services
<b>IBC</b>	Industry-Based Certification
<b>IEP</b>	Individualized Education Plans
<b>iLEAP</b>	Integrated Louisiana Education Assessment Program
<b>K-3</b>	Kindergarten through third grade
<b>LA</b>	Louisiana
<b>LEAs</b>	Local Education Agencies
<b>LEAP</b>	Louisiana Education Assessment Program
<b>LVS</b>	Louisiana Virtual School
<b>MFP</b>	Minimum Foundation Program
<b>NCLB</b>	No Child Left Behind
<b>NSECD</b>	Nonpublic School Early Childcare Development
<b>OBH</b>	Office of Behavioral Health
<b>OCDD</b>	Office of Citizens with Developmental Disabilities
<b>OJJ</b>	Office of Juvenile Justice
<b>OYD</b>	Office of Youth Development
<b>PIP</b>	Professional Improvement Program
<b>RSD</b>	Recovery School District
<b>SBESE</b>	State Board of Elementary and Secondary Education
<b>SPS</b>	School Performance Score
<b>SSD</b>	Special School District
<b>STO</b>	Student Turnaround Office
<b>TAP</b>	Teacher Advancement Program
<b>USDA</b>	United States Department of Agriculture
<b>8(g)</b>	Louisiana Quality Education Support Fund

# APPENDIX

## 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

## APPENDIX

- 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

### 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. 39:29-33,1491,1494-1502,1557-1558,1572,1593-1598; 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*

*Special Education – Grants to States Program Authorization: P.L. 108-446 Individuals with Disabilities Education Act*

*Special Education – Preschool Grants: P.L. 108-446 Individuals with Disabilities Education Act*

*Special Education; Annual State Appropriation*

*LA 4; Early Childhood Development and Enrichment Activity Classes Program Authorization: R.S. 17:24.10*

*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. 107-110 No Child Left Behind Act of 2001*

*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*

## APPENDIX

### 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*

*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*

*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*

*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*

*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*

*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*

## APPENDIX

### STATUTORY AUTHORITY SUBGRANTEE ASSISTANCE

*Pre-School 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*

*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*

*Title IV Part B, 21<sup>st</sup> 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*

*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*

*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.*

## APPENDIX

*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. 17:422.3; 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**

### **APPENDIX C: BENEFITS TO PRINCIPAL CLIENTS AND USERS**

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## BENEFITS TO PRINCIPAL CLIENTS AND USERS

STATE ACTIVITIES	STUDENTS	SCHOOLS	TEACHERS / ADMINISTRATORS
<b>Administrative Support Program</b>			
<b>EXECUTIVE OFFICE</b>	The State Superintendent, through the Executive 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 Executive 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 Executive 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.
<b>MANAGEMENT AND FINANCE</b>	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
<b>District Support</b>			
<b>STUDENT STANDARDS AND ASSESSMENT</b>	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.
<b>PORTFOLIO</b>	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.
<b>STUDENT PROGRAMS</b>	The Student Programs 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 Student Programs 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 Student Programs 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.
<b>TALENT</b>	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.
<b>CONTENT</b>	The Content 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 Content 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 Content 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.
<b>DISTRICT SUPPORT NETWORKS</b>	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
<b>Administrative Support Program</b>			
<b>EXECUTIVE OFFICE</b>	The State Superintendent, through the Executive 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 Executive 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 Executive 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.
<b>MANAGEMENT AND FINANCE</b>	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
<b>District Support</b>			
<b>STUDENT STANDARDS AND ASSESSMENT</b>	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.
<b>PORTFOLIO</b>	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.
<b>STUDENT PROGRAMS</b>	The Student Programs 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 Student Programs 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 Student Programs 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.
<b>TALENT</b>	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.
<b>CONTENT</b>	The Content 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 Content 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 Content 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.
<b>DISTRICT SUPPORT NETWORKS</b>	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
<b>Administrative Support Program</b>			
<b>EXECUTIVE OFFICE</b>	The State Superintendent, through the Executive 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 Executive 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 Executive 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.
<b>MANAGEMENT AND FINANCE</b>	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Management and Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
<b>District Support</b>			
<b>STUDENT STANDARDS AND ASSESSMENT</b>	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	The Student Standards and Assessment's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.
<b>PORTFOLIO</b>	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.
<b>STUDENT PROGRAMS</b>	The Student Programs 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 Student Programs 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 Student Programs 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.
<b>TALENT</b>	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.
<b>CONTENT</b>	The Content 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 Content 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 Content 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.
<b>DISTRICT SUPPORT NETWORKS</b>	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
<b>SCHOOL AND DISTRICT SUPPORTS</b>	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.
<b>SCHOOL AND DISTRICT INNOVATIONS</b>	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.
<b>STUDENT- CENTERED GOALS</b>	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.
<b>RECOVERY SCHOOL DISTRICT-INSTRUCTION</b>	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.
<b>RECOVERY SCHOOL DISTRICT-CONSTRUCTION</b>	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.
<b>MINIMUM FOUNDATION PROGRAM</b>	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.
<b>NONPUBLIC ASSISTANCE</b>	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
<b>SPECIAL SCHOOL DISTRICT ADMINISTRATION</b>	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
<b>SPECIAL SCHOOL DISTRICT INSTRUCTION</b>	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
<b>SCHOOL AND DISTRICT SUPPORTS</b>	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.
<b>SCHOOL AND DISTRICT INNOVATIONS</b>	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.
<b>STUDENT-CENTERED GOALS</b>	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.
<b>RECOVERY SCHOOL DISTRICT-INSTRUCTION</b>	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.
<b>RECOVERY SCHOOL DISTRICT-CONSTRUCTION</b>	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.
<b>MINIMUM FOUNDATION PROGRAM</b>	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.
<b>NONPUBLIC ASSISTANCE</b>	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
<b>SPECIAL SCHOOL DISTRICT ADMINISTRATION</b>	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
<b>SPECIAL SCHOOL DISTRICT INSTRUCTION</b>	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**

### **APPENDIX D: EXTERNAL FACTORS**

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<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>		
	<b>STATUTORY, REGULATORY, PUBLIC POLICY DIRECTIONS</b>	<b>CHANGING FISCAL CONDITIONS</b>
<b>Administrative Support Program</b>		
<b>EXECUTIVE OFFICE</b>	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
<b>MANAGEMENT AND FINANCE</b>	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.
<b>District Support Program</b>		
<b>STUDENT STANDARDS AND ASSESSMENT</b>	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.
<b>PORTFOLIO</b>	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.
<b>STUDENT PROGRAMS</b>	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.
<b>TALENT</b>	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.
<b>CONTENT</b>	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.
<b>DISTRICT SUPPORT NETWORKS</b>	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.



<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>			
	<b>COURT DECISIONS</b>	<b>PUBLIC DEMAND FOR INFORMATION</b>	<b>DECISION MAKING TO LOWER LEVEL</b>
<b>Administrative Support Program</b>			
<b>EXECUTIVE OFFICE</b>	State and federal court decisions affecting education	Public demand for information, especially from interest groups and the media	Shifting decision-making authority to the local level
<b>MANAGEMENT AND FINANCE</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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.
<b>District Support Program</b>			
<b>STUDENT STANDARDS AND ASSESSMENT</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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.
<b>PORTFOLIO</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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.
<b>STUDENT PROGRAMS</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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..
<b>TALENT</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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 development of effective teachers and leaders.
<b>CONTENT</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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.
<b>DISTRICT SUPPORT NETWORKS</b>	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	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 of local schools.

<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>		
	<b>LOCAL SCHOOL BOARDS</b>	<b>SBESE</b>
<b>Administrative Support Program</b>		
<b>EXECUTIVE OFFICE</b>	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; it, therefore, can affect program priorities and effective implementation.
<b>MANAGEMENT AND FINANCE</b>	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; it, therefore, can affect program priorities and effective implementation.
<b>District Support Program</b>		
<b>STUDENT STANDARDS AND ASSESSMENT</b>	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 SBESE has authority to set policy and regulate school systems and schools; it, therefore, can affect program priorities and effective implementation.
<b>PORTFOLIO</b>	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; it, therefore, can affect program priorities and effective implementation.
<b>STUDENT PROGRAMS</b>	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 SBESE has authority to set policy and regulate school systems and schools; it, therefore, can affect program priorities and effective implementation.
<b>TALENT</b>	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; it, therefore, can affect program priorities and effective implementation.
<b>CONTENT</b>	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; it, therefore, can affect program priorities and effective implementation.
<b>DISTRICT SUPPORT NETWORKS</b>	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; it, therefore, can affect program priorities and effective implementation.

<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>		
	<b>STATUTARY, REGULATORY, PUBLIC POLICY DIRECTIONS</b>	<b>CHANGING FISCAL CONDITIONS</b>
<b>SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS</b>	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.
<b>SCHOOL AND DISTRICT INNOVATIONS</b>	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.
<b>STUDENT CENTERED- GOALS</b>	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.
<b>RECOVERY SCHOOL DISTRICT-INSTRUCTION</b>	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.

<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>			
	<b>COURT DECISIONS</b>	<b>PUBLIC DEMAND FOR INFORMATION</b>	<b>DECISION MAKING TO LOWER LEVEL</b>
<b>SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS</b>	Court decisions can affect financial distribution, and educational issues.	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.
<b>SCHOOL AND DISTRICT INNOVATIONS</b>	Court decisions can affect financial distribution, and educational issues.	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.
<b>STUDENT CENTERED- GOALS</b>	Court decisions can affect financial distribution, and educational issues.	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.
<b>RECOVERY SCHOOL DISTRICT-INSTRUCTION</b>	Court decisions can affect financial distribution, and educational issues.	Public demand for information, especially from interest groups and the media	The Recovery School District program provides governance authority for the educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.

<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>		
	<b>LOCAL SCHOOL BOARDS</b>	<b>SBESE</b>
<b>SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS</b>	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.
<b>SCHOOL AND DISTRICT INNOVATIONS</b>	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.
<b>STUDENT CENTERED- GOALS</b>	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.
<b>RECOVERY SCHOOL DISTRICT-INSTRUCTION</b>	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.

	<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>	
	<b>STATUTARY, REGULATORY, PUBLIC POLICY DIRECTIONS</b>	<b>CHANGING FISCAL CONDITIONS</b>
<b>RECOVERY SCHOOL DISTRICT-CONSTRUCTION</b>	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.
<b>MINIMUM FOUNDATION PROGRAM</b>	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.
<b>NONPUBLIC ASSISTANCE</b>	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.
<b>SPECIAL SCHOOL DISTRICT ADMINISTRATION</b>	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
<b>SPECIAL SCHOOL DISTRICT INSTRUCTION</b>	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.

	<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>		
	<b>COURT DECISIONS</b>	<b>PUBLIC DEMAND FOR INFORMATION</b>	<b>DECISION MAKING TO LOWER LEVEL</b>
<b>RECOVERY SCHOOL DISTRICT-CONSTRUCTION</b>	Court decisions can affect financial distribution, and educational issues.	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.
<b>MINIMUM FOUNDATION PROGRAM</b>	Court decisions can affect financial distribution, and educational issues.	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
<b>NONPUBLIC ASSISTANCE</b>	Court decisions can affect financial distribution, and educational issues.	Public demand for information, especially from interest groups and the media	N/A
<b>SPECIAL SCHOOL DISTRICT ADMINISTRATION</b>	Court decisions can affect financial distribution, and educational issues.	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.
<b>SPECIAL SCHOOL DISTRICT INSTRUCTION</b>	Court decisions can affect financial distribution, and educational issues.	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.

	<b>STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS</b>	
	<b>LOCAL SCHOOL BOARDS</b>	<b>SBESE</b>
<b>RECOVERY SCHOOL DISTRICT-CONSTRUCTION</b>	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.
<b>MINIMUM FOUNDATION PROGRAM</b>	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..
<b>NONPUBLIC ASSISTANCE</b>	N/A	N/A
<b>SPECIAL SCHOOL DISTRICT ADMINISTRATION</b>	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.
<b>SPECIAL SCHOOL DISTRICT INSTRUCTION</b>	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**

### **APPENDIX E: EXPLANATION OF HOW DUPLICATION SHALL BE AVOIDED**

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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

### APPENDIX F: CROSS-REFERENCE TO STATEWIDE PLANNING INITIATIVES

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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

## APPENDIX G: DATA DOCUMENTATION SHEETS

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

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

ADMINISTRATIVE SUPPORT

SUPERINTENDENT'S OFFICE - PUBLIC AFFAIRS

LAPAS CODE

8479

**678A1**

LAPAS KEY

K

LAPAS TYPE

QUALITY

Contact person Anna Gatlin

Who is responsible for data collection? Candace Vallery

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
92.5	89.7	91.8	92.21	92.6	92.07	94.18	90.9	92.19

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**

LAPAS KEY

K

LAPAS TYPE

QUALITY

Contact person Anna Gatlin

Who is responsible for data collection? Candace Vallery

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 03-04**

**FY 04-05**

**FY 05-06**

**FY 06-07**

**FY 07-08**

**FY 08-09**

**FY 09-10**

**FY 10-11**

**FY 11-12**

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

Rationale

New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

ADMINISTRATIVE SUPPORT	MANAGEMENT & FINANCE - ED. FINANCE	LAPAS CODE	5550
<b>678A2</b>		LAPAS KEY	K
<u>Contact person</u>	Charlotte Stevens	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Charlotte Stevens		

Objective (KEY) 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.

Performance Indicator

### State dollars saved as a result of audits

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
* \$0	\$13,248,891	\$5,041,111	\$3,224,464	\$8,804,755	\$6,169,854	\$6,035,317	\$6,270,520	\$3,978,395
<u>Rationale</u>	The amount of money saved/recouped through the audits of the Minimum Foundation Program formula data.							
<u>What Data is Required?</u>	The adjusted student, staff, and/or financial data.							
<u>How is The Data Collected?</u>	Data collected through simulation of MFP formula run using adjusted data.							
<u>Frequency</u>	Annual - Year End							
<u>Calculation Methodology</u>	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.							
<u>Data Manipulations</u>								
<u>Indicator Limitations</u>								
<u>Legislative/Mandates</u>	R.S. 17.7(d)							

ADMINISTRATIVE SUPPORT

MANAGEMENT & FINANCE - ED. FINANCE

LAPAS CODE

5551

**678A2**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) 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.

Performance Indicator

**Cumulative amount of MFP funds saved through audit function**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
* \$0	\$47,981,944	\$53,023,055	\$56,247,519	\$65,052,274	\$71,222,128	\$77,257,445	\$83,527,964	\$87,506,359

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**

LAPAS KEY

K

LAPAS TYPE

EFFICIENCY

Contact person Leslie Jewel

Who is responsible for data collection? Carlos Dickerson

Objective (KEY) Through the Management & Finance Activity, Appropriations Control will experience less than 10 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
0	3	3	1	7	5	3	12	2

Rationale Cash Management - Indicator measures the accuracy and efficiency of the receive and release of federal revenues for major federal programs. Three areas are evaluated in case 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 \$4,000,000 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? Draw log is maintained by the Revenue Section, Financial Management Unit, Division of Appropriation Control. The log is maintained 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 - Monthly reporting of data is provided by the Revenue Section for each federal program covered under CMIA.

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**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Leslie Jewel

Who is responsible for data collection? Carlos Dickerson

Objective (KEY) Through the Management & Finance Activity, Appropriations Control will experience less than 10 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	186,668	140,630	177,052	223,556	180,233	156,899	143,348	257,568

Rationale Cash Management - Indicator measures the accuracy and efficiency of the receive and release of federal revenues for major federal programs. Three areas are evaluated in case 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 \$4,000,000 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? Draw log is maintained by the Revenue Section, Financial Management Unit, Division of Appropriation Control. The log is maintained 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 - Monthly reporting of data is provided by the Revenue Section for each federal program covered under CMIA.

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

20152

**678A3**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Leslie Jewel

Who is responsible for data collection? Carlos Dickerson

Objective (KEY) Through the Management & Finance Activity, Appropriations Control will experience less than 10 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	12,394	11,819	14,721	12,009	14,593	11,487	11,393	16,876

Rationale Cash Management - Indicator measures the accuracy and efficiency of the receive and release of federal revenues for major federal programs. Three areas are evaluated in case 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 \$4,000,000 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? Draw log is maintained by the Revenue Section, Financial Management Unit, Division of Appropriation Control. The log is maintained 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 - Monthly reporting of data is provided by the Revenue Section for each federal program covered under CMIA.

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

HUMAN RESOURCES

LAPAS CODE

8483

**678A4**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Jason Hannaman

Who is responsible for data collection? Jason Hannaman

Objective (KEY) The Human Resources Activity will ensure that 98% of agency employee performance reviews and plans are completed within established civil service guidelines.

Performance Indicator

**Percentage agency employee performance reviews and plans completed within established civil service guidelines**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
98.96%	98.4%	98.3%	98%	99.8%	100%	99.3%	98%	100%

Rationale This indicator monitors programmatic effectiveness of the PPR system.

What Data is Required? Compilation of ratings completed, numbers and percentages, and number of reviews by rating categories (poor, needs improvement, meets requirements, exceeds requirements and outstanding).

How is The Data Collected? A quarterly report is generated for the Superintendent and an annual report is generated for the Department of Civil Service.

Frequency Data are collected daily in the Human Resources Office, and quarterly reports are generated in the month following the end of the quarter.

Calculation Methodology Summarization of ratings completed and types of ratings.

Data Manipulations Data are aggregated to the department level.

Indicator Limitations

Legislative/Mandates Civil Service rules

ADMINISTRATIVE SUPPORT

INFORMATION TECHNOLOGY SERVICES - ITS

LAPAS CODE

25125

**678A5.1**

LAPAS KEY

K

LAPAS TYPE

EFFICIENCY

Contact person James Bowman

Who is responsible for data collection? Allen Schulenberg

Objective (KEY) The Information Technology Services Activity (ITS) will maintain maximum productivity from all systems by having 90% of urgent/high priority helpdesk requests resolved in 5 days or less.

Performance Indicator

**Percentage of urgent/high priority helpdesk requests resolved in 5 days or less**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

ADMINISTRATIVE SUPPORT

INFORMATION TECHNOLOGY SERVICES - ITS

LAPAS CODE

23279

**678A5.2**

LAPAS KEY

K

LAPAS TYPE

EFFICIENCY

Contact person James Bowman

Who is responsible for data collection? Allen Schulenberg

Objective (KEY) The Information Technology Services Activity (ITS) will provide uninterrupted access to the Louisiana Department of Education (LDOE) servers to both internal and external users 99% of the time.

Performance Indicator

**Percentage of time servers are accessible**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	99.94	99.87	99.39

Rationale The indicator measures the percent of time that LDOE computer servers are accessible to both internal and external servers.

What Data is Required? Total number of minutes that servers are accessible.

How is The Data Collected? Tektools Profiles software is used to monitor LDOE servers

Frequency Software monitors servers at all times and indicator is reported quarterly.

Calculation Methodology Number of minutes that servers are accessible divided by the total number of minutes available within a given quarter.

Data Manipulations There are a large number of servers but are calculated in the aggregate to determine the collective percent uptime.

Indicator Limitations

Legislative/Mandates

ADMINISTRATIVE SUPPORT

ANALYTICS - ITS

LAPAS CODE

23280

**678A6**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Kim Nesmith

Who is responsible for data collection? Kim Nesmith

Objective (KEY) The Analytics Division Activity, ITS, will conduct an annual Data Management Workshop for LEA personnel such that 90% of the participants that respond are satisfied or above with the conference.

Performance Indicator

**Number of participants**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	965	675	631

Rationale Division of Information Technology Services provide LEA personnel with training and support relative to LDOE data collection systems.

What Data is Required? In person sign-in sheets and login credentials for those that participate via webinar.

How is The Data Collected? Participants that attend sessions in person sign a sign-in sheet and those that participate via webinar are identified by their login credentials.

Frequency Annual - Year End

Calculation Methodology Total number of participants that sign the sign-in sheets and login for webinar sessions.

Data Manipulations State Level

Indicator Limitations

Legislative/Mandates

ADMINISTRATIVE SUPPORT

ANALYTICS - ITS

LAPAS CODE 23281

**678A6**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Kim Nesmith

Who is responsible for data collection? Kim Nesmith

Objective (KEY) The Analytics Division Activity, ITS, will conduct an annual Data Management Workshop for LEA personnel such that 90% of the participants that respond are satisfied or above with the conference.

Performance Indicator

**Percentage of participants that rate the activity to be satisfactory or above**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	98.94%	93.09%	100%

Rationale This indicator measures customer satisfaction and helps LDOE staff to determine if needs of LEA personnel are being met.

What Data is Required? Participant evaluation

How is The Data Collected? Evaluation form

Frequency Annual - Year End

Calculation Methodology Total number of participants who rated the activity satisfactory or above divided by the total number of participants that completed the evaluation.

Data Manipulations State level

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

ASSESSMENT & ACCOUNTABILITY

LAPAS CODE

8496

**678B1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person     Xiujian Yuan/Bernadette Morris

Who is responsible for data collection?     Bernadette Morris

Objective     (KEY) THE Assessment & Accountability 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 integrated LEAP (iLEAP)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
96%	95%	97%	95%	95%	95%	95%	97%	96%

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

What Data is Required?     Statistics of students participating in the iLEAP 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 iLEAP divided by number of students (grades 3, 5, 6, 7 and 9) enrolled October 1

Data Manipulations

Indicator Limitations

Legislative/Mandates



DISTRICT SUPPORT

ASSESSMENT & ACCOUNTABILITY

LAPAS CODE

8497

**678B1**

LAPAS KEY

K

Contact person Xiujuan Yuan/Bernadette Morris

LAPAS TYPE

OUTPUT

Who is responsible for data collection? Bernadette Morris

Objective (KEY) THE Assessment & Accountability 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**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
97%	97.4%	97%	98%	97%	97%	95%	96%	95%

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

ASSESSMENT & ACCOUNTABILITY

LAPAS CODE

25122

**678B1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person      Xiujian Yuan/Bernadette Morris

Who is responsible for data collection?      Bernadette Morris

Objective      (KEY) THE Assessment & Accountability 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 End of Course (EOC) test**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale      The indicator measures student participation in the Graduation Exit Examination (GEE) to ensure that all students are tested.

What Data is Required?      Statistics from students participating in GEE and student October 1 membership in grades 10 and 11

How is The Data Collected?      Through student assessment

Frequency      Annually

Calculation Methodology      Percentage of students tested = number of students tested with GEE divided by number of students enrolled in grades 10 and 11 on October 1

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

ASSESSMENT & ACCOUNTABILITY

LAPAS CODE

9734

**678B1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person     Xiujuan Yuan/Bernadette Morris

Who is responsible for data collection?     Bernadette Morris

Objective     (KEY) THE Assessment & Accountability 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 the Summer Retest for LEAP**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	78.5%	74.6%	N/A

Rationale     The indicator measures student participation in the Summer Retest.

What Data is Required?     Statistics of the number of students who scored unsatisfactory and approaching basic in grade 4 and who scored unsatisfactory in grade 8 in spring administration and the number of students retested in the summer

How is The Data Collected?     Through the student assessment

Frequency     Annually

Calculation Methodology     Percentage of students retested = number of students retested divided by the number of unsatisfactory (grades 4, 8) and approaching basic (grade 8)

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

ASSESSMENT & ACCOUNTABILITY

LAPAS CODE

20363

**678B2**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person     Xiujuan Yuan

Who is responsible for data collection?     Jennifer Baird

Objective     (KEY) The Assessment & Accountability Activity, through Mandatory Educational Services, 75% of all schools will meet adequate yearly progress.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N.A	78.5	74.6	N/A

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**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Adam Hawf

Who is responsible for data collection? Noah Devine

Objective (KEY) The Portfolio Activity will facilitate the creation of 11 new high-quality charter schools on an annual basis.

Performance Indicator

**Number of new charter schools opened (all types)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	14

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**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Adam Hawf

Who is responsible for data collection? Noah Devine

Objective (KEY) The Portfolio Activity will facilitate the creation of 11 new, high-quality charter schools on an annual basis.

Performance Indicator

**Number of operational charter schools (all types)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	90	103

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**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Adam Hawf

Who is responsible for data collection? Noah Devine

Objective (KEY) The Portfolio Activity will facilitate the creation of 11 new, high-quality charter schools on an annual basis.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	8.81%	4.8%

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**

LAPAS KEY

K

Contact person Adam Hawf

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Noah Devine

Objective (KEY) The Portfolio Activity will facilitate the creation of 11 new, high-quality charter schools on an annual basis.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates



DISTRICT SUPPORT

STUDENT PROGRAMS

LAPAS CODE 10983

**678B4.1**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person John Dupre

Who is responsible for data collection? Judy Stracener

Objective (KEY) The Student Programs 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
49	99	92	64	100	110	142	151	132

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

STUDENT PROGRAMS

LAPAS CODE 10985

**678B4.1**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person John Dupre

Who is responsible for data collection? Linda Lambert

Objective (KEY) The Student Programs 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
208	125	168	275	233	233	220	205	226

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

STUDENT PROGRAMS

LAPAS CODE 5651

**678B4.1**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person John Dupre

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

Objective (KEY) The Student Programs 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
98	112	78	98	90	104	80	112	129

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

STUDENT PROGRAMS

LAPAS CODE 5652

**678B4.1**

LAPAS KEY K

Contact person John Dupre

LAPAS TYPE OUTPUT

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

Objective (KEY) The Student Programs 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
672	674	968	731	618	622	935	1334	2743

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

STUDENT PROGRAMS

LAPAS CODE 11317

**678B4.2**

LAPAS KEY K

LAPAS TYPE QUALITY

Contact person John Dupre

Who is responsible for data collection? Thomas Telhiard

Objective (KEY) The Student Programs 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.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
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	STUDENT PROGRAMS	LAPAS CODE	11324
<b>678B4.2</b>		LAPAS KEY	K
<u>Contact person</u> John Dupre		LAPAS TYPE	QUALITY
<u>Who is responsible for data collection?</u> Thomas Telhiard			

Objective (KEY) The Student Programs 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.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
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

STUDENT PROGRAMS

LAPAS CODE

23288

**678B5**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Bernell Cook

Who is responsible for data collection? Kartina Roberts

Objective (KEY) The Student Programs 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 performance rating of Satisfactory or above in the annual program evaluation process in academic effectiveness.

Performance Indicator

**Percentage increase in the number of 21st Century Community Learning Center providers that earns a performance rating of satisfactory or above**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

STUDENT PROGRAMS - SPECIAL POP.

LAPAS CODE

22135

**678B6.1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Bernell Cook

Who is responsible for data collection? Cindy Hilton

Objective (KEY) The Student Programs Activity, through Special Populations, will ensure that 100% of evaluations conducted by local school systems are completed within the mandated timeline.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	97.81%	99.9%	99.53%	99.7%

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

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

How is The Data Collected? Special 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

STUDENT PROGRAMS - SPECIAL POP.

LAPAS CODE

22136

**678B6.2**

LAPAS KEY

K

Contact person Bernell Cook

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Tyrell Manieri

Objective (KEY) The Student Programs 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.

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	71.4	97.06%	N/A	97.1%

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 protected 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

**678B7**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Barbara Burke

Who is responsible for data collection? Alonzo Johnson and Andrey Barashkov

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
89%	93%	93.6%	83.3%	98.6%	98.20%	100%	99.98%	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  
 LAPAS KEY K  
**678B7**  
Contact person Barbara Burke LAPAS TYPE OUTCOME  
Who is responsible for data collection? Barbara Burke

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	98%	89.1%	81.8%	96.5%

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, Satisfied, Neither Satisfied/Dissatisfied, Dissatisfied, or Very Dissatisfied.

How is The Data Collected? Via an online Certification Customer Service Survey available at [www.teachlouisiana.net/survey](http://www.teachlouisiana.net/survey). The link to the survey is provided in a letter to all educators that mailed a certificate.

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 educators who are mailed a certificate. 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

**678B7**

LAPAS KEY

K

LAPAS TYPE

EFFICIENCY

Contact person Barbara Burke

Who is responsible for data collection? Alonzo Johnson and Andrey Barashkov

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	5.76	4.91	6.94

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	CONTENT- CAREER & TECHNICAL EDUCATION	LAPAS CODE	23263
<b>678B8.1</b>		LAPAS KEY	K
<u>Contact person</u>	Ken Bradford	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Lisa French		

Objective (KEY) The Content Activity, through the Career and Technical Education Initiative will provide the direct and appropriate programs and training to have 20% of CTE teachers receiving IBC training.

Performance Indicator

**Percent of teachers receiving IBC training**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	31	31.3%	39.7%	19.5%
<u>Rationale</u>	An increase in the percent of teachers receiving IBC training/credentials will directly impact the percent of students receiving IBC credentials.							
<u>What Data is Required?</u>	Total number of CTE instructors (statewide) and number of teachers that receive training each quarter							
<u>How is The Data Collected?</u>	Regional/statewide training is provided through partnership with LCTS, Sign-in sheets are collected for each training; the training sponsors provide data to DOE							
<u>Frequency</u>	Data is collected quarterly							
<u>Calculation Methodology</u>	Number of teachers trained divided by the total number of CTE teachers Ex: 570 teachers trained divided by 2075 total number of CTE teachers = 28%							
<u>Data Manipulations</u>								
<u>Indicator Limitations</u>								
<u>Legislative/Mandates</u>								

DISTRICT SUPPORT	CONTENT - CAREER AND TECHNICAL EDUCATION	LAPAS CODE	23264
<b>678B8.1</b>		LAPAS KEY	K
<u>Contact person</u>	Ken Bradford	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Lisa French		

Objective (KEY) The Content Activity, through the Career and Technical Education Initiative will provide the direct and appropriate programs and training to have 20% of CTE teachers receiving IBC training.

Performance Indicator

**Number of teachers receiving IBC training**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	691	699	894	435
<u>Rationale</u>	An increase in the numbr of teachers receiving IBC training will result in teacher credentials that allow students the opportunity to train and receive job specific IBCS.							
<u>What Data is Required?</u>	Regional and statewide training documentation, i.e., sign-in sheets, Coursewhere Registration, copy of IBC credentials, etc. (Available documentation varies - all have sign-in sheets)							
<u>How is The Data Collected?</u>	Regional/State sponsors of specific training provide documentation to DOE.							
<u>Frequency</u>	Quarterly							
<u>Calculation Methodology</u>	Number of teachers based on registration and actual teacher signature on sign-in sheets							
<u>Data Manipulations</u>								
<u>Indicator Limitations</u>								
<u>Legislative/Mandates</u>								

DISTRICT SUPPORT

CONTENT - CAREER AND TECHNICAL EDUCATION

LAPAS CODE

23265

**678B8.1**

LAPAS KEY

K

Contact person Ken Bradford

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Lisa French

Objective (KEY) The Content Activity, through the Career and Technical Education Initiative will provide the direct and appropriate programs and training to have 20% of CTE teachers receiving IBC training.

Performance Indicator

**Number of students awarded a national or state IBC**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	3,972	6,128	8,853	11,626

Rationale Students who earn IBCs have valid documentation that substantiates mastery of 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 First Responder Certification, etc.

How is The Data Collected? Through the Career and Technical Education Data System (CATE). Note: Data is self-reported by districts.

Frequency Annually

Calculation Methodology Web-based data collection program

Data Manipulations Data are aggregated at the state level.

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

CONTENT - CAREER & TECHNICAL EDUCATION

LAPAS CODE

24505

**678B8.1**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Ken Bradford

Who is responsible for data collection? Lisa French

Objective (KEY) The Content Activity, through the Career and Technical Education Initiative will provide the direct and appropriate programs and training to have 20% of CTE teachers receiving IBC training.

Performance Indicator

**Percentage of students awarded a national or state IBC**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	5%	6.1%

Rationale

What Data is Required? Number of students awarded IBC / number of students

How is The Data Collected? Number comes from CATE

Frequency Annually

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates



DISTRICT SUPPORT	CONTENT - CAREER AND TECHNICAL EDUCATION	LAPAS CODE	23266
<b>678B8.2</b>		LAPAS KEY	K
<u>Contact person</u>	Ken Bradford	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Lisa French		

Objective (KEY) The Content Activity, through the Career and Technical Education Initiative will provide the direct and appropriate programs and training to have an annual 10% increase in post-secondary endeavors.

Performance Indicator **Number of dually enrolled students**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	12,043	13,594	13,250	N/A

Rationale Students that complete dually enrolled courses while in high school tend to continue their education post-secondary.

What Data is Required? Number of students that are classified as dually enrolled

How is The Data Collected? Through the CATE data system (self-reported by districts) and through the Board of Regents

Frequency Bi-annually (if available) and annual year-end

Calculation Methodology

Data Manipulations Data are aggregated at the state level.

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 23273

**678B9.1**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Kim Nesmith

Who is responsible for data collection? Kim Nesmith

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 which will decrease the annual high school dropout rate by 1% annually.

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	.7%	.8%	3.7%	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

**678B9.1**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Kim Nesmith

Who is responsible for data collection? Kim Nesmith

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 which will decrease the annual high school dropout rate by 1% annually.

Performance Indicator

**High school 4-Year Cohort Graduation Rate**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	66.6	67.4	69.4	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

**678B9.1**

LAPAS KEY

K

Contact person Kim Nesmith

LAPAS TYPE

INPUT

Who is responsible for data collection? Kim Nesmith

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 which will decrease the annual high school dropout rate by 1% annually.

Performance Indicator

**High school dropout rate**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	4.7	4.1	N/A

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

**678B9.1**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Kim Nesmith

Who is responsible for data collection? Kim Nesmith

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 which will decrease the annual high school dropout rate by 1% annually.

Performance Indicator

**Decrease in the annual high school dropout rate**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	1.6	.5	N/A

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

**678B9.2**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Xiujuan Yuan

Who is responsible for data collection? Jennifer Baird

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate programs and training to have graduating classes with an ACT score of 18 or higher in English and 19 or higher in math rise 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	.9	N/A	N/A

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

**678B9.2**

LAPAS KEY K

LAPAS TYPE INPUT

Contact person Xiujuan Yuan

Who is responsible for data collection? Jennifer Baird

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate programs and training to have graduating classes with an ACT score of 18 or higher in English and 19 or higher in math rise 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	40.8%	40.0%	N/A

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

**678B10.1**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Marie Henderson

Who is responsible for data collection? Bethany Robicheaux/Kim Nesmith

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

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
73.66%	67.71%	46.52%	60.8%	54.5%	55%	58%	N/A	69%

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 2nd and 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 school level.

Data Manipulations

Indicator Limitations

Legislative/Mandates Act 450 of the 1997 Legislative Session



DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE

24503

**678B10.1**

LAPAS KEY

K

Contact person Marie Henderson

LAPAS TYPE

INPUT

Who is responsible for data collection? Kim Nesmith/Bethany Robicheaux

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

Performance Indicator

**Percent of students entering the 4th grade on time**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.6%

Rationale

What Data is Required? Third grade LEAP ELA test results at the LEA level

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

Frequency Annually

Calculation Methodology Number of students performing basic and above by number of test takers

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE

24504

**678B10.2**

LAPAS KEY

K

Contact person Marie Henderson

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Kim Nesmith/Bethany Robicheaux

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 62% or more of 8th grade students are performing at basic or above in ELA on the LEAP Assessment..

Performance Indicator

**Percent of 8th graders performing at basic or above in ELA on the 8th grade LEAP**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67%

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 basic or above divided by the number of tests taken

Data Manipulations

Indicator Limitations

Legislative/ Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE

23262

**678B10.3**

LAPAS KEY

K

Contact person Sheila Talamo

LAPAS TYPE

OUTCOME

Who is responsible for data collection? Bethany Robicheaux

Objective (KEY) The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 66% or more of 8th grade students are performing at basic or above in mathematics on the LEAP Assessment.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	60.2%	65.7%	N/A	73%

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 students 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

**678B11**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Sheila Talamo

Who is responsible for data collection? Bethany Robicheaux

Objective (KEY) 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 schoolwide value added score of 3 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 3 or above on the school value score**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	86.11%	79.6%	70.9%

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

**678B11**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Sheioa Talamo

Who is responsible for data collection? Bethany Robicheaux

Objective (KEY) 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 schoolwide value added score of 3 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	97.94%	97.68%	94.74%

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 10915

**678B12**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Marie Henderson

Who is responsible for data collection? Bethany Robicheaux

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

Performance Indicator **Number of Distinguished Educators (DEs) assigned to low-performing schools**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
15	28	1	9	21	19	17	16	12

Rationale This objective measures the amount of distinguished Educator assistance provided to S.I. 3, 4 and 5 schools throughout the state. It guides the placement of assistance provided to low performing schools.

What Data is Required? Records of hires, terminations, resignations, and annual placements of Distinguished Educators

How is The Data Collected? Through state records, state database, and parish superintendents' files of DE action plans

Frequency Annually

Calculation Methodology Correlation between the number of employed Distinguished Educators and eligible S.I. 3, 4 and 5 schools

Data Manipulations

Indicator Limitations Timeframe of placements

Legislative/Mandates DEs are to be placed only in S.I. 3, 4 and 5 schools with districts submitting approved DE action plans.

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 25127

**678B12**

LAPAS KEY K

LAPAS TYPE INPUT

Contact person Marie Henderson

Who is responsible for data collection? Bethany Robicheaux

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

Performance Indicator

**Number of school districts with low-performing and AUS schools that received School Turnaround Office (STO) support**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE

25128

**678B12**

LAPAS KEY

K

Contact person Marie Henderson

LAPAS TYPE

INPUT

Who is responsible for data collection? Bethany Robicheaux

Objective (KEY) The District Support Networks Activity will assign Distinguished Educators (DEs) 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 STO support**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates



DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 25129

**678B12**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Marie Henderson

Who is responsible for data collection? Bethany Robicheaux

Objective (KEY) The District Support Networks Activity will assign Distinguished Educators (DEs) 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 STO support that increased their annual SPS score by 5%**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

DISTRICT SUPPORT

DISTRICT SUPPORT NETWORKS

LAPAS CODE 25130

**678B12**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Marie Henderson

Who is responsible for data collection? Bethany Robicheaux

Objective (KEY) The District Support Networks Activity will assign Distinguished Educators (DEs) 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

AUXILIARY PROGRAMS

TALENT - TEACHER CERTIFICATION

LAPAS CODE

25131

**678C**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Barbara Burke

Who is responsible for data collection? Alonzo Johnson/Andrey Barashkov

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
89%	93%	93.6%	83.3%	98.6%	98.20%	100%	99.98%	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
<b>678C</b>		LAPAS KEY	K
<u>Contact person</u>	Barbara Burke	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Barbara Burke		

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	98%	89.1%	81.8%	86.5%

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, Satisfied, Neither Satisfied/Dissatisfied, Dissatisfied, or Very Dissatisfied.

How is The Data Collected? Via an online Certification Customer Service Survey available at [www.teachlouisiana.net/survey](http://www.teachlouisiana.net/survey). The link to the survey is provided in a letter to all educators that mailed a certificate.

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 educators who are mailed a certificate. 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

**678C**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Barbara Burke

Who is responsible for data collection? Alonzo Johnson/Andrey Barashkov

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	5.76	4.91	6.94

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

LAPAS KEY K

**681A1**

LAPAS TYPE OUTPUT

Contact person Xiujuan Yuan

Who is responsible for data collection? Jennifer Baird

Objective (KEY) The Federal Programs Activity, through the NCLB, the helping Disadvantaged Children Meet Hith 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 or EOC 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 or EOC test**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
51.5%	54.5%	58.9	0%	59.7%	0%	64.8%	64.58%	66.46%

Rationale Aligns components of LA Accountability System with NCLB

What Data is Required? Student performance levels on LEAP/EOC

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

Frequency Yearly

Calculation Methodology Number of students scoring basic or higher in Title I schools divided by the number of students in Title I schools taking the LEAP/EOC

Data Manipulations School, State

Indicator Limitations

Legislative/Mandates No Child Left Behind Act of 2001

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - NCLB

LAPAS CODE 15821

LAPAS KEY K

**681A1**

LAPAS TYPE OUTPUT

Contact person Xiujuan Yuan

Who is responsible for data collection? Jennifer Baird

Objective (KEY) The Federal Programs Activity, through the NCLB, the helping Disadvantaged Children Meet Hith 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 or EOC 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 or EOC test**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
51.2%	53.1%	57.7	0%	58.2%	0%	64.7%	62.94%	65.98%

Rationale Aligns components of LA Accountability System with NCLB

What Data is Required? Student performance levels on LEAP/EOC

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

Frequency Yearly

Calculation Methodology Number of students in Title I schools scoring at basic or above on LEAP/EOC divided by all students in Title I schools taking the test

Data Manipulations School, State

Indicator Limitations

Legislative/Mandates No Child Left Behind Act of 2001

SCHOOL AND DISTRICT SUPPORTS

DISADVANTAGED FEDERAL PROGRAMS - NCLB

LAPAS CODE 15822

LAPAS KEY K

**681A1**

LAPAS TYPE OUTPUT

Contact person Xiujuan Yuan

Who is responsible for data collection? Jennifer Baird

Objective (KEY) The Federal Programs Activity, through the NCLB, the helping Disadvantaged Children Meet Hith 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 or EOC 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 NCLB**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
87.9%	82.9%	88.1	0%	82.9%	0%	87.1%	79.4%	n/a

Rationale Aligns Louisiana's accountability system with mandates of NCLB

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. Attendance and dropout is reported to DOE by districts and verified with a lengthy process.

Frequency Yearly

Calculation Methodology Schools are evaluated by several measures. The subgroups that compose a school (5 ethnic, students with disabilities, disadvantaged students, limited English proficient) 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 State  
UNCLEAR TERMS: Adequate Yearly Progress is more complex than 36.9% proficiency in English Language Arts.

Indicator Limitations

Legislative/Mandates NCLB



SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22139
<b>681A2.1</b>		LAPAS KEY	K
<u>Contact person</u>	Bernell Cook	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Michael Comeaux		

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 children with disabilities for greater than 10 days in a school year**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	26.6%	31.6%	18.75%	13.9%	A8.4%	27.35%	23.14%

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
<b>681A2.1</b>		LAPAS KEY	K
<u>Contact person</u>	Lisa Brochard	LAPAS TYPE	INPUT
<u>Who is responsible for data collection?</u>	Lisa Brochard		

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	91.33%	95.8%	88.17%	92.70%	98.7%	97.64%

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 (October - December)

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**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Angela Randall

Who is responsible for data collection? Kay Rone

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	76%	66%	70%	50%	76%	71%

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
<b>681A2.1</b>		LAPAS KEY	K
<u>Contact person</u>	Bernell Cook	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Kim Nesmith		

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**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
N/A	N/A	N/A	57.6%	59.3%	60.39%	61.3%	60.8%	61.1%

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
<b>681A2.1</b>		LAPAS KEY	K
<u>Contact person</u>	Bernell Cook	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Kim Nesmith		

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	16.7%	16.1%	14.85%	14.3%	14.1%	13.7%

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 PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22144
<b>681A2.1</b>		LAPAS KEY	K
<u>Contact person</u>	Bernell Cook	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	Kim Nesmith		

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	1.9%	1.3%	1.74%	1.5%	1.4%	1.3%

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

FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.

LAPAS CODE 25137

**681A2.2**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Bernell Cook

Who is responsible for data collection? Xiujuan Yuan/Bernadette Morris

Objective (KEY) The Federal Programs and State Programs Activities, through Special Populations will ensure that 25.7% of 3rd graders and 42.7% of 8th graders with disabilities increase who are determined to be literate by earning basic or above in iLEAP in English Language Arts (ELA).

Performance Indicator

**Percentage increase of 3rd graders with disabilities determined to be literate by earning basic or above on iLEAP in ELA**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS AND STATE PROGRAMS

LAPAS CODE 25138

**681A2.2**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Bernell Cook

Who is responsible for data collection? Xiujuan Yuan/Bernadette Morris

Objective KEY) The Federal Programs and State Programs Activities, through Special Populations will ensure that 25.7% of 3rd graders and 42.7% of 8th graders with disabilities increase who are determined to be literate by earning basic or above in iLEAP in English Language Arts (ELA).

Performance Indicator

**Percentage increase of 8th graders with disabilities determined to be literate by earning basic or above on iLEAP in ELA**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates



SCHOOL AND DISTRICT SUPPORTS      FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.      LAPAS CODE      25139

**681A2.2**

LAPAS KEY      K

LAPAS TYPE      OUTPUT

Contact person      Bernell Cook

Who is responsible for data collection?      Xiujuan Yuan/Bernadette Morris

Objective      KEY) The Federal Programs and State Programs Activities, through Special Populations will ensure that 25.7% of 3rd graders and 42.7% of 8th graders with disabilities increase who are determined to be literate by earning basic or above in iLEAP in English Language Arts (ELA).

Performance Indicator      **Percentage increase of 8th graders with disabilities earning basic or above on iLEAP in math**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale      New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	25140
<b>681A2.2</b>		LAPAS KEY	K
<u>Contact person</u> Bernell Cook		LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u> Kim Nesmith			

Objective KEY) The Federal Programs and State Programs Activities, through Special Populations will ensure that 25.7% of 3rd graders and 42.7% of 8th graders with disabilities increase who are determined to be literate by earning basic or above in iLEAP in English Language Arts (ELA).

Performance Indicator

**Percentage increase in students with disabilities who graduate on time as measured by the adjusted cohort graduation rate**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

SCHOOL AND DISTRICT SUPPORTS

STATE PROGRAMS - PIP

LAPAS CODE 8535

LAPAS KEY K

**681A3**

LAPAS TYPE OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) The State Programs Activity will monitor local school systems to assure tat 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
\$20,745,525	\$19,184,808	\$15,697,395	\$14,199,495	\$13,475,790	\$12,639,103	\$10,977,812	\$9,311,574.42	\$7,035,212.00

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

LAPAS KEY K

**681A3**

LAPAS TYPE OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) The State Programs Activity 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
\$1,628	\$1,597	\$1,446	\$1,514	\$1,596	\$1,659	\$1,628	\$1,620	\$1,539

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

LAPAS KEY K

**681A3**

LAPAS TYPE INPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) The State Programs Activity 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**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
12,743	12,015	10,854	9,380	8,442	7,619	6,743	5,230	4,570

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

LAPAS KEY K

**681A4**

LAPAS TYPE INPUT

Contact person Bernell Cook

Who is responsible for data collection? Kartina Roberts

Objective (KEY) The Federal Program Activity will ensure that K-12 students participating in the CCLC program will have a 55% annual increase in academic performance.

Performance Indicator

**Number of students participating**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
5,792	9181	13,243	13,164	13,611	24,291	52,995	63,083	41,615

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 23251

LAPAS KEY K

**681A4**

LAPAS TYPE OUTCOME

Contact person Bernell Cook

Who is responsible for data collection? Kartina Roberts

Objective (KEY) The Federal Program Activity will ensure that K-12 students participating in the CCLC program will have a 55% annual increase in academic performance.

Performance Indicator **Percentage of 21st CCLC providers that earn a performance rating of satisfactory or above in the annual evaluation process in academic effectiveness, customer satisfaction and compliance**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale To determine the effectiveness of after-school providers

What Data is Required? Total number of 21st CCLC providers; number of providers with a rating of satisfactory or above

How is The Data Collected? Performance rating is calculated by LDE staff using (1) customer satisfaction surveys, (2) compliance monitoring results, and (3) academic data.

Frequency Annually

Calculation Methodology The number of providers with a satisfactory or higher rating divided by the number of 21st CCLC providers times 100 equals the percentage of 21st CCLC providers that earn a performance rating of satisfactory or above.

Data Manipulations None

Indicator Limitations None

Legislative/Mandates TITLE IV, Part B

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - CCLC

LAPAS CODE 25142

LAPAS KEY K

**681A4**

LAPAS TYPE OUTCOME

Contact person Bernell Cook

Who is responsible for data collection? Kartina Roberts

Objective (KEY) The Federal Program Activity will ensure that K-12 students participating in the CCLC program will have a 55% annual increase in academic performance.

Performance Indicator

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates



SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - SCHOOL FOOD AND NUTRITION

LAPAS CODE 8528

**681A5**

LAPAS KEY S

Contact person John Dupre

LAPAS TYPE INPUT

Who is responsible for data collection? Leslie Jewel/Brandon Gubancsik

Objective (KEY) 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.

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

	<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
	147,285,921	145,394,158	127,325,266	136,433,669	137,554,747	134,863,843	154,682,560	140,713,545	143,095,412
<u>Rationale</u>	Indicates number of meals claimed for reimbursement by school districts for meals served to eligible children								
<u>What Data is Required?</u>	Claims for reimbursement from school districts								
<u>How is The Data Collected?</u>	Claims for reimbursement information mailed to state and entered into database								
<u>Frequency</u>	Monthly								
<u>Calculation Methodology</u>	Summation of claims data from school districts								
<u>Data Manipulations</u>	By various subgroups								
<u>Indicator Limitations</u>	Sponsor reporting accuracy								
<u>Legislative/Mandates</u>	7 CFR 210								

SCHOOL AND DISTRICT SUPPORTS

FEDERAL PROGRAMS - SCHOOL FOOD AND NUTRITION

LAPAS CODE 8531

LAPAS KEY S

**681A5**

LAPAS TYPE INPUT

Contact person John Dupre

Who is responsible for data collection? Leslie Jewel/Brandon Gubancsik

Objective (KEY) 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.

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
41,916,714	42,302,095	37,901,221	39,620,856	42,914,939	43,197,181			

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

HUMAN CAPITAL

LAPAS CODE 15544

**681B1**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Barbara Burke

Who is responsible for data collection? Barbara Burke

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 Highly Qualified teachers as exhibited by 78% of core academic classes being taught by teachers meeting the ESEA Section 9101 (23) definition of a Highly Qualified teacher.

Performance Indicator

**Percentage of core academic classes being taught by "Highly Qualified" 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
80%	87.49%	73.8%	0%	0%	0%	80.9%	82.6%	82.2%

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

LITERACY - NSECD

LAPAS CODE 13362

LAPAS KEY K

**681C1**

LAPAS TYPE OUTPUT

Contact person Lisa Brochard

Who is responsible for data collection? Lisa Brochard

Objective (KEY) The Literacy Activity, NSECD Program will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds.

Performance Indicator

**Percentage of at-risk preschool children served (LA4)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
19.6%	23.57%	28.4%	33.0%	39.12%	41%	42.8%	39.94%	37.61%

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-hour 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

LITERACY - NSECD

LAPAS CODE 13363

LAPAS KEY K

**681C1**

LAPAS TYPE OUTPUT

Contact person Lisa Brochard

Who is responsible for data collection? Lisa Brochard

Objective (KEY) The Literacy Activity, NSECD Program will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds.

Performance Indicator

**Number of at-risk preschool children served (LA4)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
7,959	9,827	11,409	13,798	15,894	17,317	17,110	16,765	16,715

Rationale To ensure that the targeted population is being served

What Data is Required?  
 1) Enrollment numbers for 6-hour instructional program  
 2) Enrollment numbers for 4-hour before- and after-school 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

LITERACY - NSECD

LAPAS CODE 20193

LAPAS KEY S

**681C1**

LAPAS TYPE OUTPUT

Contact person Lisa Brochard

Who is responsible for data collection? Lisa Brochard

Objective (KEY) The Literacy Activity, NSECD Program will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds.

Performance Indicator

**Number of at-risk preschool children served by the 4-hour before and after program**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
1,956	2,516	1,762	3,422	1,949	1,895	1,570	1,246	930

Rationale To ensure that the targeted population is being served

What Data is Required? Enrollment numbers from each school system for the 4-hour before- and after-school program

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

Frequency Monthly

Calculation Methodology Addition - Combine totals from each LEA

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:24.1

STUDENT-CENTERED GOALS

LITERACY - NSECD

LAPAS CODE 20194

**681C1**

LAPAS KEY S

LAPAS TYPE OUTPUT

Contact person Lisa Brochard

Who is responsible for data collection? Lisa Brochard

Objective (KEY) The Literacy Activity, NSECD Program will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds.

Performance Indicator **Number of at-risk preschool children served by the 6-hour instructional program**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
6,003	7,311	9,647	10,376	13,945	15,422	15,540	15,519	15,785

Rationale To ensure that the targeted population is being served

What Data is Required? Enrollment numbers from each school system

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

Frequency Monthly

Calculation Methodology Addition - Combine totals from each LEA

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:24.1

STUDENT-CENTERED GOALS

LITERACY - NSECD

LAPAS CODE 23246

LAPAS KEY K

**681C1**

LAPAS TYPE OUTCOME

Contact person Lisa Brochard

Who is responsible for data collection? Lisa Brochard

Objective (KEY) The Literacy Activity, NSECD Program will continue to provide quality early childhood program for approximately 31.9% of the at-risk four-year olds.

Performance Indicator

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

	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
	N/A	N/A	N/A	N/A	N/A	N/A	98.2%	98.5%	98.4%
<u>Rationale</u>	Attendance in a high quality early childhood program should produce increased language knowledge and skills.								
<u>What Data is Required?</u>	Pre- and Post-test results from the Developing Skills Checklist (DSC)								
<u>How is The Data Collected?</u>	Data is collected electronically from school districts and charter schools through our vendor, Red-e-Set-Grow.								
<u>Frequency</u>	Pre-test data is collected by October 1 . Post-test data is collected no earlier than 3 weeks prior to the end of school.								
<u>Calculation Methodology</u>	Pre-and Post-test results will be compared to determine the percentage of students who show an increase from their pre-test to post-test results.								
<u>Data Manipulations</u>	Data results can be obtained by race and socio economic status (SES).								
<u>Indicator Limitations</u>	Test results of only students who have a pre-test, post-test and completed demographic intake form will be analyzed.								
<u>Legislative/Mandates</u>	R.S. 17:24.10								



STUDENT-CENTERED GOALS

LITERACY - NSECD

LAPAS CODE 23247

LAPAS KEY K

**681C1**

LAPAS TYPE OUTCOME

Contact person Lisa Brochard

Who is responsible for data collection? Lisa Brochard

Objective (KEY) The Literacy Activity, NSECD Program will continue to provide quality early childhood programs for approximately 31.9% of the at-risk four-year olds.

Performance Indicator **Percentage of students participating in the NSCED Program who complete the assessment instrument**

	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
	N/A	N/A	N/A	N/A	N/A	N/A	99.2%	99%	99.4%
<u>Rationale</u>	Attendance in a high quality early childhood program should produce increased math knowledge and skills.								
<u>What Data is Required?</u>	Pre- and Post-test results from the Developing Skills Checklist (DSC)								
<u>How is The Data Collected?</u>	Data is collected electronically from school districts and charter schools through our vendor, Red-e-Set-Grow.								
<u>Frequency</u>	Pre-test data is collected by October 1. Post-test data is collected no earlier than 3 weeks prior to the end of school.								
<u>Calculation Methodology</u>	Pre-and Post-test results will be compared to determine the percentage of students who show an increase from their pre-test to post-test results.								
<u>Data Manipulations</u>	Data results can be obtained by race and socio economic status (SES)..								
<u>Indicator Limitations</u>	Test results of only students who have a pre-test, post-test and completed demographic intake form will be analyzed.								
<u>Legislative/Mandates</u>	R.S. 17:24.10								

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT-INSTRUCTION

LAPAS CODE 20440

**682A1**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin

Objective (KEY) The Recovery School District Program, through the Instruction Activity, will provide services to students based on state student standards such that there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests.

Performance Indicator

**Percentage of students who meet or exceed the Basic or Above performance levels on the Criterion-Referenced tests in English Language Arts for grade 3**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	0	0	30%	30.5%	46%	44%	43%	52%

Rationale The indicator measures student achievement on LEAP English Language Arts (ELA) (grade 3).

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 divided by number of students tested with LEAP ELA

Data Manipulations State

Indicator Limitations

Legislative/Mandates R.S. 17:24.4

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT-INSTRUCTION

LAPAS CODE 20441

LAPAS KEY K

**682A1**

LAPAS TYPE OUTCOME

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin

Objective (KEY) The Recovery School District Program, through the Instruction Activity, will provide services to students based on state student standards such that there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests.

Performance Indicator

**Percentage of students who meet or exceed the Basic or Above performance levels on the Criterion-Referenced tests in ELA and Math for grade 8**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	0	0	33%	32.1%	47%	43%	46%	51%

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 divided by number of students tested with LEAP Mathematics

Data Manipulations State

Indicator Limitations

Legislative/Mandates R.S. 17:24.4

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT-INSTRUCTION

LAPAS CODE 25144

**682A1**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin

Objective (KEY) The Recovery School District Program, through the Instruction Activity, will provide services to students based on state student standards such that there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests.

Performance Indicator

**Percentage of students who graduate from high school each year with their original class cohort in the RSD-N.O.**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT - INSTRUCTION

LAPAS CODE 25145

**682A1**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin

Objective (KEY) The Recovery School District Program, through the Instruction Activity, will provide services to students based on state student standards such that there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests.

Performance Indicator

**Percentage of students who graduate from high school each year with their original class cohort in the RSD-LA**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT - INSTRUCTION

LAPAS CODE 25146

**682A1**

LAPAS KEY

LAPAS TYPE

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin

Objective (KEY) The Recovery School District Program, through the Instruction Activity, will provide services to students based on state student standards such that there is a 6% annual growth in the number of students in all grades in direct-operated or charter schools meeting or exceeding proficient performance levels on State-approved tests.

Performance Indicator **Percentage of growth of students scoring Basic or Above in all State tests in all grades**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT - CONSTRUCTION

LAPAS CODE 24954

**682B1**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin/Lona Hankins

Objective (KEY) The Recovery School District Program, through the Construction Activity, will execute the Orleans Parish Reconstruction Master Plan so that through 2019 there will be a 5% or less change order rate in the 5-year plan to demolish non-historic schools, mothball or renovate historic properties and renovate other buildings.

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

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5%

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

**FY 2015-19 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM**

**93**

RECOVERY SCHOOL DISTRICT

RECOVERY SCHOOL DISTRICT - CONSTRUCTION

LAPAS CODE 25147

**682B1**

LAPAS KEY K

LAPAS TYPE OUTCOME

Contact person Clinton Baldwin

Who is responsible for data collection? Clinton Baldwin

Objective (KEY) The Recovery School District Program, through the Construction Activity, will execute the Orleans Parish Reconstruction Master Plan so that through 2019 there will be a 5% or less change order rate in the 5-year plan to demolish non-historic schools, mothball or renovate historic properties and renovate other buildings.

Performance Indicator **The RSD will have substantial completion on eight (8) new or renovated properties by the end of FY 2013-2014**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates



MINIMUM FOUNDATION PROGRAM

MINIMUM FOUNDATION PROGRAM

LAPAS CODE 8547

**695A1**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Xiujuan Yuan

Who is responsible for data collection? Bernadette Morris

Objective (KEY) 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).

Performance Indicator

**Percentage of students who score at or above the Basic achievement level on the Criterion-Referenced tests in English Language Arts (ELA) for grades 3-8 and who score at or above the Good achievement level on the CRT in ELA for grades 10-11 (English 2 & 3)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
53%	58%	17%	18%	18%	66%	68%	68%	70%

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**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Xiujuan Yuan

Who is responsible for data collection? Bernadette Morris

Objective (KEY) 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).

Performance Indicator

**Percentage of students who score at or above the Basic achievement level on the Criterion-Referenced tests in math for grades 3-8 and who score at or above the Good achievement level on the CRT in math for grades 9-10 (Alg. I, Geometry)**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
53%	56%	14%	13%	16%	66%	60%	68%	70%

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**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Barbara Burke

Who is responsible for data collection? Barbara Burke

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
91.8%	93.79%	95.18%	84.2%	89.82%	94.9%	96%	94%	94%

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.

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**

LAPAS KEY K

LAPAS TYPE OUTPUT

Contact person Barbara Burke

Who is responsible for data collection? Barbara Burke

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 "Highly Qualified" teachers (as the term is defined in section 9101 (23) of the ESEA), in the aggregate**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
85%	91.7%	79.4%	83.7%	82.43%	86%	86.7%	86.7%	87.2%

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.

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 "Highly Qualified" by the total number of teachers teaching in core academic areas to get the percentage of "Highly Qualified" 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**

LAPAS KEY S

LAPAS TYPE OUTPUT

Contact person Barbara Burke

Who is responsible for data collection? Barbara Burke

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
99.5%	99%	98.69%	95.6%	96.14%	97.5%	96.5%	96.7%	96.5%

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 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

LAPAS KEY K

LAPAS TYPE INPUT

**695A3**

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
67	66	66	67	69	69	69	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**

LAPAS KEY K

LAPAS TYPE INPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
10	12	12	12	18	12	33	32	37

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

LAPAS KEY K

**695A3**

LAPAS TYPE OUTCOME

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
-0.9138	-0.9145	-0.918	-0.915	-0.845	-0.954	-0.951	-0.949	-0.949

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

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) The Nonpublic Required Services Activity will maintain the reimbursement rate of 47.19% of requested expenditures.

Performance Indicator

**Percentage of requested expenditures reimbursed**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
58.34%	51.4%	40.91%	53.52%	59.05%	57.30%	54.41%	51.87%	47.19%

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**

LAPAS KEY

K

Contact person Charlotte Stevens

LAPAS TYPE

OUTPUT

Who is responsible for data collection? John Dupre

Objective (KEY) The Nonpublic School Lunch Activity will reimburse \$6,208 for full-time lunch employees and \$3,105 for part-time lunch employees.

Performance Indicator

**Eligible full-time employees' reimbursement**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
\$5,391.11	\$5,442.79	\$4,860.00	\$5,151.00	\$5,027.00	\$6,094.00	\$6,153.00	\$5,881.00	\$5,905.00
<u>Rationale</u>	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.							
<u>What Data is Required?</u>	Prior year labor budgets that show full-time and part-time school lunch employees							
<u>How is The Data Collected?</u>	Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school							
<u>Frequency</u>	Data Collection: Annually - Labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.							
<u>Calculation Methodology</u>	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.							
<u>Data Manipulations</u>								
<u>Indicator Limitations</u>								
<u>Legislative/Mandates</u>	R.S. 17:422.3							

NONPUBLIC ASSISTANCE	NONPUBLIC SCHOOL LUNCH	LAPAS CODE	5803
<b>697B1</b>		LAPAS KEY	K
<u>Contact person</u>	Charlotte Stevens	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	John Dupre		

Objective (KEY) The Nonpublic School Lunch Activity will reimburse \$6,208 for full-time lunch employees and \$3,105 for part-time lunch employees.

Performance Indicator **Eligible part-time employees' reimbursement**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
\$2,695.56	\$2,721.40	\$2,430.00	\$2,576.00	\$2,514.00	\$3,047.00	\$3,077.00	\$2,940.00	\$2,950.00
<u>Rationale</u>	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.							
<u>What Data is Required?</u>	Prior year labor budgets that show full-time and part-time school lunch employees							
<u>How is The Data Collected?</u>	Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school.							
<u>Frequency</u>	Data Collection: Annually - labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.							
<u>Calculation Methodology</u>	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.							
<u>Data Manipulations</u>								
<u>Indicator Limitations</u>								
<u>Legislative/Mandates</u>	R.S. 17:422.3							

NONPUBLIC ASSISTANCE

NONPUBLIC SCHOOL LUNCH

LAPAS CODE

5806

**697B1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? John Dupre

Objective (KEY) The Nonpublic School Lunch Activity will reimburse \$6,208 for full-time lunch employees and \$3,105 for part-time lunch employees.

Performance Indicator

**Number of full-time employees**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
1,055	1,043	1,047	1,000	1,035	879	874	912	923

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**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? John Dupre

Objective (KEY) The Nonpublic School Lunch Activity will reimburse \$6,208 for full-time lunch employees and \$3,105 for part-time lunch employees.

Performance Indicator

**Number of part-time employees**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
117	119	160	140120		116	108	118	91

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 TRANSPORTATION

LAPAS CODE

5812

**697C1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) The Nonpublic Transportation Activity will provide on average \$397 per student to transport nonpublic students when funded.

Performance Indicator

**Number of nonpublic students transported**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
24,285	22,882	21,470	18,008	17,962	16,527	16,643	N/A	N/A

Rationale Number of eligible nonpublic riders necessary to calculate the per pupil amount

What Data is Required? Number of eligible nonpublic riders

How is The Data Collected? Districts submit number of eligible nonpublic riders to Office of School and Community Support.

Frequency Data Collection: Annually - available August/September; Data Reporting: Annually

Calculation Methodology Sum of eligible nonpublic riders

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:158

NONPUBLIC ASSISTANCE

NONPUBLIC TRANSPORTATION

LAPAS CODE

5809

**697C1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Charlotte Stevens

Objective (KEY) The Nonpublic Transportation Activity will provide on average \$397 per student to transport nonpublic students when funded.

Performance Indicator

**Per student amount**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
\$307.72	\$326.17	\$285.71	\$405.00	\$403.00	\$436.00	\$374.00	N/A	N/A

Rationale Defines a per pupil amount for nonpublic school bus riders. This indicator is necessary to show the state's support for nonpublic schools.

What Data is Required? Number of nonpublic riders

How is The Data Collected? Office of School and Community Support - LEAs provide the number of riders to OSCS.

Frequency Data Collection: Annually - Data usually final in August; Data Reporting: Annually - Allocations are provided annually.

Calculation Methodology Amount appropriated for nonpublic transportation is divided by the number of nonpublic riders to calculate a per pupil amount.

Data Manipulations

Indicator Limitations

Legislative/Mandates R.S. 17:158

NONPUBLIC ASSISTANCE

NONPUBLIC TEXTBOOK ADMINISTRATION

LAPAS CODE

5815

**697D1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Jackie Bobbett

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**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
127,398	127,085	126,034	116,136	116,240	116,499	116,241	114,431	112,445

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

**697D1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Charlotte Stevens

Who is responsible for data collection? Jackie Bobbett

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 reimbursed for administration**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
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

**697E1**

LAPAS KEY

K

Contact person Charlotte Stevens

LAPAS TYPE

OUTPUT

Who is responsible for data collection? Jackie Bobbett

Objective (KEY) 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.

Performance Indicator

**Total funds reimbursed at \$27.02 per student**

<b>FY 03-04</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
\$3,442,069	\$3,433,123	\$3,405,444	\$3,137,994	\$3,145,977	\$3,147,805	\$3,147,399	\$3,091,926	\$3,038,266
<u>Rationale</u>	Defines the nonpublic textbook reimbursement rate. Important to show the state's support for nonpublic schools.							
<u>What Data is Required?</u>	Number of nonpublic students - Annual School Report							
<u>How is The Data Collected?</u>	Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report							
<u>Frequency</u>	Data Collection: Annually; Data Reporting: Annually - Allocations are provided annually.							
<u>Calculation Methodology</u>	Each nonpublic school is allocated \$27.02 per student for nonpublic textbooks.							
<u>Data Manipulations</u>								
<u>Indicator Limitations</u>								
<u>Legislative/Mandates</u>	Article VIII, Sec. 13(A), LA Constitution; R.S. 17:351							

SPECIAL SCHOOL DISTRICT

SSD - ADMINISTRATION

LAPAS CODE

22149

**699A1.1**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yollanda Oats

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 10% growth will be demonstrated in the number of courses taught by a Highly Qualified 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 Highly Qualified teacher**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
100%	99%	100%	27.6%	13,75%	10%	8.15%	6.4%	10.7%

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

**699A1.1**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

OUTCOME

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 10% growth will be demonstrated in the number of courses taught by a Highly Qualified 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	59%	72%	82%	94%	95%	94%	93%	93%

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

**699A1.1**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 10% growth will be demonstrated in the number of courses taught by a Highly Qualified 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
97	84	75	62	58	56	50	44	41

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

**699A1.2**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

EFFICIENCY

Who is responsible for data collection? John Durrett/Yolanda Oats

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 8% or less of the total agency employees.

Performance Indicator

**Percentage of administrative staff positions to total staff**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
6.8%	8.1%	7.6%	7.7%	7.8%	7%	6.71%	8%	8%

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**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

INPUT

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, teacher/student ratios such that there will be 4 students per teacher in OBH facilities.

Performance Indicator

**Average number of students served**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
643	624	571	615	682	653	561	499	481

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**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

INPUT

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity, twill maintain, in each type of facility, teacher/student ratios such that there will be 4 students per teacher in OBH facilities.

Performance Indicator

**Number of students per teacher in OBH facilities**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
5	5.5	4.6	5.1	5.2	5	4,6	3.8	3.6

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 studets 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**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, teacher/student ratios such that there will be 4 students per teacher in OBH facilities.

Performance Indicator

**Number of students per teacher in OCDD facilities**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
3	3.8	3.6	3.6	4.1	5.6	6.2	7	5.5

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**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity, will maintain, in each type of facility, teacher/student ratios such that there will be 4 students per teacher in OBH facilities.

Performance Indicator

**Number of students per teacher in DOC facilities**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
10	9	13.2	13.7	15	14.8	12.4	11.6	11.9

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**

LAPAS KEY

K

LAPAS TYPE

INPUT

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction activity, will maintain, in each type of facility, teacher/student ratios such that there will be 4 students per teacher in OBH facilities.

Performance Indicator

**Number of students per teacher in OJJ facilities**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	7.7	7.2	8	8.7	8.5	7.1	6.4

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**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 70% 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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	61%	66%	83.6%	72%	62.5%	57%	68%	66.8%

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

NEW

**699B1.2**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

OUTCOME

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 70% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator

**Percentage of students in DPS&C, including OJJ and DOC facilities, demonstrating one month instruction in math**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE

NEW

**699B1.2**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity will assure that students are receiving instruction based on their individual needs, such that 70% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

Performance Indicator

**Percentage of students DPS&C, including OJJ and DOC facilities, demonstrating one month grade level increase per one month instruction in reading**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rationale New Indicator. Reporting process under development.

What Data is Required?

How is The Data Collected?

Frequency

Calculation Methodology

Data Manipulations

Indicator Limitations

Legislative/Mandates

SPECIAL SCHOOL DISTRICT

SSD - ALL INSTRUCTION

LAPAS CODE

24049

**699B1.3**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	94%	96%

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

24050

**699B1.3**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

OUTCOME

Who is responsible for data collection? John Durrett/Yolanda Oats

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 correction facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	92%	85%

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**

LAPAS KEY

K

Contact person Elizabeth Moore

LAPAS TYPE

OUTCOME

Who is responsible for data collection? John Durrett/Yolanda Oats

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 correction facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	88%	92.7%

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**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

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 OBH correction facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	79.7%	84.2%

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**

LAPAS KEY

K

LAPAS TYPE

OUTCOME

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

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 OCDD facilities demonstrating positive behavior**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	73%	86.8%

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
<b>699B1.4</b>		LAPAS KEY	K
<u>Contact person</u>	Elizabeth Moore	LAPAS TYPE	OUTCOME
<u>Who is responsible for data collection?</u>	John Durrett/Yolanda Oats		

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 OBH facilities demonstrating positive behavior

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	93.6%	92.6%

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**

LAPAS KEY

K

LAPAS TYPE

OUTPUT

Contact person Elizabeth Moore

Who is responsible for data collection? John Durrett/Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity will have OJJ and OBH 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 OBH facilities**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.7%	4.8%

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

SSD	SSD - ALL INSTRUCTION	LAPAS CODE	24056
<b>699B1.5</b>		LAPAS KEY	K
<u>Contact person</u>	Elizabeth Moore	LAPAS TYPE	OUTPUT
<u>Who is responsible for data collection?</u>	John Durrett/Yolanda Oats		

Objective (KEY) The SSD - All Instruction Activity will have OJJ and OBH 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 OJJ facilities**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/S	N/A	N/A	N/A	.04%	3.9%

Rationale To fulfill the goal of decreasing the number of dropouts OJJ facilities will show a 3% decrease in the numbr of students labeled "Dropout".

What Data is Required? Data on the number of dropouts in OJJ 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 Elizabeth Moore

LAPAS TYPE

OUTCOME

Who is responsible for data collection? John Durrett/Yolanda Oats

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 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	9.4%	12.5%

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 Elizabeth Moore

LAPAS TYPE

OUTCOME

Who is responsible for data collection? John Durrett/Yolanda Oats

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 TABE and ABLLS (Assessment of Basic Language & Learning Skills).

Performance Indicator

**Percentage of students in OCDD facilities showing increased academic progress as measured by using TABE and ABLLS**

FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	76.9%	79.3%

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