

# LOUISIANA DEPARTMENT OF EDUCATION

# STRATEGIC PLAN

# FY 2017-2018 THROUGH FY 2021-2022

# JOHN WHITE STATE SUPERINTENDENT OF EDUCATION

July 2016



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# LOUISIANA DEPARTMENT OF EDUCATION

## STRATEGIC PLAN OVERVIEW

#### Louisiana Department of Education Vision:

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

#### Louisiana Department of Education Mission:

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

#### Louisiana Department of Education Critical Goals:

- 1. Students enter kindergarten ready.
- Students arrive 4<sup>th</sup> grade on time and on-level
   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 (\$148 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 (\$1.234 billion)

Provides flow-through funds to districts for school and community support programs that enhance learning environments and improve the quality of teaching.

- Appropriation 682 Recovery School District (\$236.6 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 (\$3.678 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 (\$26.2 million)

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

6. Appropriation 699 -- Special School Districts (\$12.3 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 2017-2018 through 2021-2022 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**

**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

ACTIVTY: 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 2022 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 2022 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 2022 the Appropriation Control Division will maintain less than five instances of interest assessment by the Federal government for Department Cash Management Improvement Act violations.

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

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

Number of total transactions processed

Number of cash management/revenue transactions processed

### STATE ACTIVITIES PROGRAM: Administrative Support

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

The Human Resources Activity provides human resource services such that through 2022 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 – ANALYTICS ACTIVITY**

Through the Analytics Division Activity, for LEA personnel that attend the Data Management Workshop, 85% of participants that respond are satisfied or above with the conference.

**STRATEGY 678A5** The Analytics Division Activity, will conduct an Annual Data Management Workshop for LEA personnel such that 85% 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

<sup>&</sup>lt;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.

ACTIVITY: ACADEMIC POLICY

ACTIVITY: PORTFOLIO

ACTIVITY: FOOD AND NUTRITION SERVICES

ACTIVITY: CHILD CARE LICENSING

ACTIVITY: GRANTS

ACTIVITY: STATEWIDE MONITORING

ACTIVITY: TALENT

ACTIVITY: STUDENT OPPORTUNITIES

ACTIVITY: DISTRICT SUPPORT NETWORKS

## **MISSION:**

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

## GOAL: 678 B

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

## **OBJECTIVE: 678B1- ACADEMIC POLICY**

The Academic Policy Activity will assist in the implementation of State content standards in schools, school systems, regional and state level activities, and it will provide valid and reliable measures of students' academic performance, such that through 2022 student level assessment data will be provided for at least 95% of all eligible students.

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

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

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

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

Percentage of eligible students tested by the Summer Retest for LEAP

#### **OBJECTIVE: 678B2 – ACADEMIC POLICY**

The Academic Policy Activity, will have all schools to continue to show improvement as defined by the School Accountability System such that through 2022, 75% of all schools will be meeting adequate yearly progress.

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

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

#### **OBJECTIVE: 678B3 – PORTFOLIO**

The Portfolio Activity, through Parental Options, facilitates the creation and operation of high quality charter schools as evidenced by the creation of 17 new charter schools annually through 2022.

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

Number of new charter schools opened (all types)

Number of operational charter schools (all types)

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

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

### **OBJECTIVE: 678B4 – PORTFOLIO**

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

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

Number of scholarship seats offered

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

#### **OBJECTIVE: 678B5 – FOOD AND NUTRITION SERVICES**

The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care provides administrative oversight, assistance, training, and leadership to participants in the Federal Child Nutrition Programs administered by the Louisiana Department of Education, such that through 2022, the Nutrition Assistance Division will continue to conduct administrative reviews of all sponsors, with all sponsors being reviewed at least once every five years, as per Federal guidelines.

**STRATEGY 678B5.1** The Food and Nutrition Services Activity, through School Food and Nutrition and the Child and Adult Day Care, to conduct 150 sponsor reviews, such that all sponsors will be reviewed at least once every 5 years, as per Federal Guidelines.

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

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

Number of nutrition assistance training sessions and workshops

Number of nutrition assistance technical assistance visits

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

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

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

#### **OBJECTIVE: 678B6 – CHILD CARE LICENSING**

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

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

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

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

Number of on-site visits conducted by the LDE

#### **OBJECTIVE: 678B7 – GRANTS**

The Grants Activity, through the 21<sup>st</sup> Century Learning Center Program provides leadership, coordination and oversight for the learning centers statewide, such that through 2022 there will be a 5% increase in the number of the 21st Century Community Learning Center providers that earn a letter grade of A, B or C in the annual program evaluation process in academic performance.

**STRATEGY 678B7** The Grants Activity, through the 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 letter grade of A, B or C in the annual program evaluation process in academic performance.

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

#### **OBJECTIVE: 678B8 – STATEWIDE MONITORING**

The Statewide Monitoring Activity, through Special Populations, will provide leadership and support in addressing the requirements of children with special needs in ways that will enable them to function as participating members of their communities to the maximum extent possible, such that through 2022 Special Populations activity will maintain the current 100% of completed evaluations within mandated timelines.

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

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

**STRATEGY 678B8.2** The Statewide Monitoring Activity, through Special Populations, will ensure that the State provides a general supervision system that identifies and corrects 100% of noncompliance as soon as possible but in no case later than one year from identification.

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

#### **OBJECTIVE: 678B9 - TALENT**

The Talent Activity, through the Teacher Certification Division, will provide leadership in resource coordination to produce qualified and competent educators. The Teacher Certification Division provides assistance to teachers, LEAs, and universities; awards initial and advanced certifications; recommends teacher and administrator preparation programs; serves as a liaison between Department and Higher Ed institutions; and provides support for teachers pursuing national board certification. Through 2022, the Teacher Certification Division will maintain the certification process rate of 96% within the 45-day guideline.

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

Percentage of certification requests completed within the 45-day guideline

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

Average number of days taken to issue standard teaching certificates

#### **OBJECTIVE: 678B10 – TALENT**

The Talent Activity, through Teacher Evaluation, will have 75% of the Local Education Agencies (LEAs) statewide that are satisfied with the support received from the DOA on teacher and leader evaluation implementation.

**STRATEGY 678B10** The Talent Activity, through Teacher Evaluation, will have 75% of the Local Education Agencies (LEAs) statewide that are satisfied with the support received from the LDOE on teacher and leader evaluation implementation.

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

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

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

### **OBJECTIVE: 678B11 – STUDENT OPPORTUNITIES**

The Student Opportunities Activity, through the Career and Technical Education Initiative, prepares students for post-secondary endeavors.

**STRATEGY 678B11** The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 5.7% of students will be awarded a national or state IBC.

Number of students awarded a national or state IBC

Percentage of students awarded a national or state IBC

Number of IBC training opportunities

#### **OBJECTIVE: 678B12– DISTRICT SUPPORT NETWORKS**

The District Support Networks Activity prepares all students for college and careers as evidenced that through 2022 the Louisiana 4-Year Cohort Graduation Rate will increase by 2% annually, thereby reducing the high school dropout rate.

**STRATEGY 678B12.1** The District Support Networks Activity will provide the direct and appropriate programs and training to have the LA 4-Year Cohort Graduation Rate 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

**STRATEGY 678B12.2** 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: 678B13 – DISTRICT SUPPORT NETWORKS**

The District Support Networks Activity provides support to local school districts in reading, mathematics and early intervention for all grades PreK-12 such that through 2022, 3<sup>rd</sup> and 8<sup>th</sup> grade students will perform at basic or above in English Language Arts (ELA) and mathematics on the Statewide Assessment.

**STRATEGY 678B13.1** The District Support Networks Activity will provide the direct and appropriate support to the local school districts such that 50% or more of 3<sup>rd</sup> grade students are performing at basic or above in English Language Arts (ELA) on the Statewide Assessment

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

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

**STRATEGY 678B13.2** 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 Statewide Assessment.

Percent of all  $8^{th}$  grade students performing at basic or above in ELA on the  $8^{th}$  grade LEAP

**STRATEGY 678B13.3** 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 Statewide Assessment.

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

## **OBJECTIVE: 678B14 – DISTRICT SUPPORT NETWORKS**

The District Support Networks Activity will provide assistance in developing and coordinating professional development activities; assisting in statewide accountability initiatives; and coordinating efforts to recognize outstanding teachers and principals, such that through 2022 those schools will achieve a school wide value added score of 2 or above on the school value score.

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

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

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

#### **OBJECTIVE: 678B15 – DISTRICT SUPPORT NETWORKS**

The District Support Networks Activity will provide leadership and support in the implementation of an accountability system that will drive fundamental changes in classroom teaching by helping schools and communities focus on improved student achievement, such that through 2022, in concert with NCLB, 15% of low-performing schools will annually be removed from the list of Academically Unacceptable Schools (AUS).

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

Number of low-performing and AUS schools that received 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: 678C - Talent**

The Talent Activity, through the Teacher Certification Division, will provide leadership in resource coordination to produce qualified and competent educators. The Teacher Certification Division provides assistance to teachers, LEAs, and universities; awards initial and advanced certifications; recommends teacher and administrator preparation programs; serves as a liaison between Department and Higher Ed institutions; and provides support for teachers pursuing national board certification. Through 2022 the Teacher Certification Division will maintain the certification process rate of 96% within the 45-day guideline.

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

Percentage of certification requests completed within the 45-day guideline

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

Average number of days taken to issue standard teaching certificates

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

#### SUBGRANTEE ASSISTANCE

# **DEPARTMENT OF EDUCATION**

# **FLOW THROUGH TO DISTRICTS: APPROPRIATION 19 - 681**

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

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

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

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

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

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

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

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 flowthrough 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 2022, 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.

**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 Program Activities, through Special Populations, will flow funds to locals to provide services to children with exceptionalities, such that through 2022, 100% of LEAs have policies and procedures to ensure provision of a free and appropriate education in the least restrictive environment.

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

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

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

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

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

Louisiana Department of Education FY 18 - 22 Strategic Plan

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

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

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

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

Percent of students with disabilities determined to be proficient in ELA

Percent of students with disabilities determined to be proficient in math

Percentage of students with disabilities who graduate on time

### **OBJECTIVE: 681A3 - PROFESSIONAL IMPROVEMENT PROGRAM (PIP)**

The State Programs Activity will ensure that program participants are paid in a correct and timely manner, such that through 2022 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

### **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 2022 will have a safe and academically enriched environment in the out-of-school hours as shown by 40% of those students increasing in academic performance annually.

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

Number of students participating

Percentage of K-12 students in 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 2022 to ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School Food and Nutrition sponsors.

**STRATEGY 681A5** The Federal Program Activity, through School Food and Nutrition and the Child and Adult Care Food and Nutrition units, to ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School Food and Nutrition sponsors.

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

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

### SUBGRANTEE ASSISTANCE: SCHOOL AND DISTRICT INNOVATIONS

#### ACTIVITY: TALENT AND WORKFORCE DEVELOPMENT

#### **MISSION:**

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

#### GOAL: 681B

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

#### OBJECTIVE: 681B1 - PROFESSIONAL DEVELOPMENT/LEADERSHIP/ INNOVATIVE

The Talent and Workforce Development Activity will flow funds to locals to ensure that through 2022 all students in "high poverty" schools, (as the term is defined in section 1111 (h)(1)C(viii) of the EASA, 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 Talent and Workforce Development Activity will ensure that the Subgrantee funds flow-through program will ensure that all students in "high poverty" schools (as the term is defined in section 1111(h)C(viii) of the ESEA, will be taught by 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: EARLY CHILDHOOD

#### **MISSION:**

The mission of the Student-Centered Goals Program is to provide the necessary financial resources in the LEAs and schools to support the 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 – EARLY CHILDHOOD**

The Early Childhood Activity will ensure that funds will flow to locals to provide programs for at-risk four-year-old children, such that through 2022 the local LEAs will continue to provide quality early childhood programs for approximately 36% of the at-risk four-year olds.

**STRATEGY 681C1** The Early Childhood Activity Program will continue to provide quality early childhood programs for approximately 36% of the at-risk four-year olds.

Percentage of at-risk children served

Percentage of at-risk preschool children served - LA4

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

Number of at-risk preschool children

Number of at-risk preschool children served - LA4 program

Number of at-risk preschool children served – NSECD program

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### 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

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

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

Number of family day care homes registered

Total annual child care programs

Number of children receiving Child Care assistance monthly

Percentage of Type III providers having a Performance Profile

#### DEPARTMENT OF EDUCATION

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

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

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

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

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

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

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

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

ACTIVITY: RECOVERY SCHOOL DISTRICT – INSTRUCTION

PROGRAM DESRIPTION: 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 2022, 65.0% of students in all grades meet or exceed 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 65% of the students meet or exceed the Basic or Above 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 3-8 in charter schools.

Percentage of students who meet or exceed the Basic or Above performance levels on the Criterion-Referenced tests in Math for grades 3-8 in charter schools

#### **OBJECTIVE: 682A2**

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

**Strategy 682A2** The Recovery School District Program through Instruction Activity will provide high quality schools in all locations as exhibited by 60% of all schools showing adequate yearly progress as defined by the School Accountability System.

Percentage of all schools that have adequate yearly progress as defined by the School Accountability System

Percentage of growth in the number of courses taught by Highly Qualified teachers

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

#### ACTIVITY: RECOVERY SCHOOL DISTRICT – CONSTRUCTION

PROGRAM DESRIPTION: 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 2022 there will be a 5% or less change order rate in the 5-year plan to demolish non-historic buildings, mothball or renovate historic properties and renovate other buildings.

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

Number of substantial completion on new or renovated properties

### MINIMUM FOUNDATION PROGRAM

#### DEPARTMENT OF EDUCATION

## **MINIMUM FOUNDATION PROGRAM APPROPRIATION 19 - 695**

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

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

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

**Minimum Foundation Program Goal:** 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 <u>public school</u> 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 2022, 60% of students meet or exceed "proficient" performance levels on the state-approved Criterion-Referenced Tests (CRT), LEAP and EOC.

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

Percentage of students who score proficient on the English Language Arts (ELA), LEAP and EOC assessments

Percentage of students who score proficient on the Math LEAP and EOC assessments

#### **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 2022 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 2022 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**

ACTIVITY: NONPUBLIC REQUIRED SERVICES

ACTIVITY: NONPUBLIC SCHOOL LUNCH

ACTIVITY: NONPUBLIC TEXTBOOK ADMINISTRATION

ACTIVITY: NONPUBLIC TEXTBOOKS

#### **MISSION:**

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

#### **PHILOSOPHY:**

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

#### GOAL: 697A-D

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

#### **OBJECTIVE: 697A1 - NONPUBLIC REQUIRED SERVICES**

The Nonpublic Assistance Program, through Nonpublic Required Services Activity, through 2022 will reimburse nonpublic schools for costs incurred for compliance with constitutionally mandated and other statutorily required services in accordance with the funding amount allocated by the Legislature.

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

Percentage of requested expenditures reimbursed

### NONPUBLIC ASSISTANCE

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

The Nonpublic Assistance Program, through Nonpublic School Lunch Salary Supplements Activity, through 2022 will provide salary supplements for lunchroom employees at eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

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

Eligible full-time employees' reimbursement

Eligible part-time employees' reimbursement

Number of full-time employees

Number of part-time employees

#### **OBJECTIVE: 697C1 - NONPUBLIC TEXTBOOK ADMINISTRATION**

The Nonpublic Assistance Program, through Nonpublic Textbook Administration Activity, through 2022 will provide State funds for the administrative costs incurred by public school systems to order and distribute books and other instructional materials to eligible nonpublic schools in accordance with the funding amount allocated by the Legislature.

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

Number of nonpublic students

Percentage of textbook funding allocated for administration

#### **OBJECTIVE: 697D1 - NONPUBLIC TEXTBOOKS**

The Nonpublic Assistance Program, through Nonpublic Textbooks Activity, through 2022 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.

## NONPUBLIC ASSISTANCE

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

Total funds allocated at \$27.02 per student

### SPECIAL SCHOOL DISTRICT

# **DEPARTMENT OF EDUCATION**

## **SPECIAL SCHOOL DISTRICT APPROPRIATION 19 - 699**

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

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

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

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

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

### ACTIVITY: SSD ADMINISTRATION

### **PROGRAM DESCRIPTION:**

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

### **MISSION:**

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

## **GOAL: 699A**

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

## **OBJECTIVE: 699A1 - SSD ADMINISTRATION**

The SSD-Administration Activity, to employ professional staff such that by 2022 in the Special School District Administration Program a 5% average 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 5% average 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

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

Percentage of administrative staff positions to total staff

## ACTIVITY: SSD ALL INSTRUCTION

### **PROGRAM DESCRIPTION**

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

## **MISSION:**

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

## **GOAL: 699B**

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

## **OBJECTIVE: 699B1 - SSD INSTRUCTION**

The SSD-All Instruction activity provides educational services to eligible students while they are in State-operated facilities, such that by 2022 teacher/student ratios will be 4.0 students per teacher in mental health facilities, 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 mental health facilities, 5 in OCDD, 14 in DOC and 8 in OJJ.

Average number of students served

Number of students per teacher in mental health facilities

Number of students per teacher in OCDD facilities

Number of students per teacher in DOC facilities

Number of students per teacher in OJJ facilities

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

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

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

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

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

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

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

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

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

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

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

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

*Percentage of students in OCDD* facilities demonstrating positive behavior

Percentage of students in mental health facilities demonstrating positive behavior

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

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

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

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

# APPENDIX A: ABBREVIATIONS AND CHECKLIST

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

### STRATEGIC PLANNING CHECKLIST

#### Planning Process

- \_\_\_X\_\_\_ General description of process implementation included in plan process documentation
  - Consultant Used If so, identify
- \_\_\_\_X\_\_\_ Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation
- \_\_X\_\_\_ Incorporated statewide strategic initiatives
- \_X\_\_\_Incorporated organization internal workforce plans and information technology plans

#### Analysis Tools Used

- \_\_\_X\_\_\_SWOT analysis
- \_X\_\_Cost/benefit analysis
- \_\_X\_\_\_Financial audit(s)
- \_\_\_X\_\_\_Performance audits(s)
- \_\_\_X\_\_\_Program evaluations(s)
- \_\_\_X\_\_\_ Benchmarking for best management practices
- \_\_\_X\_\_\_ Benchmarking for best measurement practices
- \_\_\_X\_\_\_Stakeholder or customer surveys
- X\_\_\_\_ 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

- \_\_\_X\_\_\_ Involved in planning process
  - X\_\_\_\_Discussion of stakeholders included in plan process documentation

#### Authorization for goals

- \_\_X\_\_\_Authorization exists
- \_\_\_\_\_ Authorization needed
- \_\_X\_\_\_Authorization included in plan process documentation

#### External Operating Environment

- \_\_X\_\_\_Factors identified and assessed
- \_\_\_X\_\_\_ Description of how external factors may affect plan included in plan process documentation

#### Formulation of Objectives

- \_\_\_X\_\_\_ Variables (target group; program & policy variables; and external variables) assessed
- \_X\_\_\_Objectives are SMART

### Building Strategies

- \_\_\_X\_\_\_Organizational capacity analyzed
- \_\_X\_\_\_Needed organizational structural or procedural changes identified
- \_\_X\_\_\_Resource needs identified
- \_\_X\_\_\_Strategies developed to implement needed changes or address resource needs
- \_\_X\_\_\_Action plans developed; timelines confirmed; and responsibilities assigned

#### **Building in Accountability**

- \_\_X\_\_\_Balanced sets of performance indicators developed for each objective
- \_\_X\_\_\_Documentation Sheets completed for each performance indicator
- \_\_X\_\_\_Internal accountability process or system implemented to measure progress
- \_X\_\_\_Data preservation and maintenance plan developed and implemented

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### **Fiscal Impact of Plan**

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

# **APPENDIX B: STATUTORY AUTHORITY**

## STATUTORY AUTHORITY STATE ACTIVITIES :

Office of Management and Finance Program Authorization: LA. Constitution of 1974, Article VIII, Sec. 2; R.S. 36:647; R.S. 17:21-27; R.S. 7(2)(c)(d) and (e); R.S. 39:29-33,1491,1494-1502,1557-1558,1572,1593-1598; 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* 

## 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

## 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, 21st Century Community Learning Centers Program Authorization: Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110 No Child Left Behind Act of 2001* 

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.

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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 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 C: BENEFITS TO PRINCIPAL CLIENTS AND USERS

	BENEFITS TO F	BENEFITS TO PRINCIPAL CLIENTS AND USEF	RS
STATE ACTIVITIES	STUDENTS	SCHOOLS	TEACHERS / ADMINISTRATORS
Administrative Support Program			
SUPERINTENDENTS OFFICE	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louistana educators and its cuttens with the information, leadership, lechreical assistance, and oversight necessary to provide a quality education for all students.	The State Superintendent, through the Superintendent's Office, will direct the The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its cruzens with Department of Education to provide Louisiana educators and its cruzens with the information, leadership, technical assistance, and oversight necessary to the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louislana educators and its critizens with the information, leadenship, lectinical assistance, and oversight necessary to provide a quality education for all students.
FINANCE	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
District Support			
ACADEMIC POLICY	Academic Policy's mission is to develop, implement, administer and assess achivities to improve teaching and learning for all students	Academic Policy's mission is to develop, implement, administer and assess Academic Policy's mission is to develop, implement, administer and assess activities to improve teaching and learning for all students.	Academic Policy's mission is to develop, implement, administer and assess activities to improve treaching and learning for all students.
PORTFOLIO	The Portibio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.	The Portiblio Activity will facilitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading charter schools which should outperform traditional public schools in reading and math and math	The Portibuo Activity will facultate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.
CHILD CARE LISCENSING	The Child Care Liscensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in liscensed child care factives	The Child Care Liscensing Activity, through Early Childhood Services, protocts the health, safety and well-being of children who are in liscensed child care facilities	The Child Care Liscensing Activity, through Early Childhood Services, protects the health, safety and well-being of childhen who are in liscensed child care facilities
GRANTS	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21th Century Learning Center and Special Populations.	The Grants Activity assures the provision of high quality support and servess to all communities and schools perforpating in the areas of lood and nutrition services, 21st Century Learning Center and Special Populations	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and number services, 21st Century Learning Center and Special Populations.
TALENT	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educators by providing assistance to leachers. LEAs, and universities.	The Talent Activity will provide leadership in resource coordination to produce qualified and effective educations 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 leachers, LEAs, and universities.
STUDENT OPPORTUNITIES	The Student Opportunities Activity will provide programs and training to Career and Technical Education leachers to prepare students for post- secondary endeavors and will also conduct instructional improvement and asistance programs for all educators to implement CCSS	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post- secondary endeavors and will also conduct instructional improvement and assistance programs for all educators to implement CCSS.	The Student Opportunities Activity will provide programs and training to Career and Technical Education teachers to prepare students for post- secondary endeavors and will also conduct instructional improvement and asistance programs for all educators to implement CCSS.
DISTRICT SUPPORT NETWORKS	The District Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school districts to increases scores in ELA, mathematics and on the ACT	The District Support Networks Activity will prepare students for college and Crareers 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 second districts to increase scores in ELA, matematics and on the ACT

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	BENEFI	BENEFITS TO PRINCIPAL CLIENTS AN	DUSERS
STATE ACTIVITIES	SCHOOL DISTRICTS	POST SECONDARY	CITIZENS
Administrative Support Program			
SUPERINTENDENTS	The State Superintendent, through the Superintendent's Office, will dured the	The State Superintendent, through the Superintendent's Office, will direct the The State Superintendent, through the Superintendent's Office, will direct the	<ul> <li>The State Superintendem, through the Superintendent's Office, will direct the</li></ul>
	Department of Education to provide Louistana educators and its citizens with	Department of Education to provide Louisiana educators and its crizens with Department of Education to provide Louisiana educators and its crizens with	Department of Education to provide Louisiana educators and its criticens with
	the information, leadership, technical assistance, and oversight necessary to	the information, leadership, technical assistance, and oversight necessary to the information, leadership, technical assistance, and oversight necessary to	the information, leadership, rechnical assumet, and oversight necessary to
	provide a quality education for all students	provide a quality education for all students	provide a quality education for all students
FINANCE	The Office of Finance will provide financial and informational management	The Office of Finance will provide financial and informational management	The Office of Finance will provide financial and informational management
	systems to administer educational programs and to support educational	systems to administer educational programs and to support educational	systems to administer educational programs and to support educational
	accountability.	accountability.	eccountability.
District Support			
ACADEMIC POLICY	Academic Policy's mission is to develop, implement, administer and assess	Academic Policy's mission is to develop, implement, administer and assess	Academic Policy's mission is to develop, implement, administer and assess
	activities to improve teaching and learning for all students.	activities to improve teaching and learning for all students	activities to improve teaching and learning for all students
PORTFOLIO	The Portfolio Activity will facilitate the creation and operation of high quality charter schools which should outperform tractional public schools in reading and math.	The Portiolio Activity will facultate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and matt.	The Portidio Activity will factitate the creation and operation of high quality charter schools which should outperform traditional public schools in reading and math.
CHILD CARE LISCENSING	The Child Care Liscensing Activity, through Early Childhood Services,	The Child Care Liscensing Activity, through Early Childhood Services,	The Child Care Liscensing Activity, through Early Childhood Services,
	protects the health, safely and well-being of children who are in iscensed	protects the health, safely and well-being of caldren who are in liscensed	protects the health, safety and well-being of children who are in liscensed
	child care facilities	child care facilities	child care facilities
GRANTS	The Grants Activity assures the provision of high quality support and	The Grants Activity assures the provision of high quality support and	The Grants Activity assures the provision of high quality support and
	services to all communities and schools periopating in the areas of lood	services to all communities and schools pericipating in the areas of lood	services to all communities and schools participating in the areas of food
	and numbor services. 21st Century Learning Center and Special	and nutrition services, 21st Century Learning Center and Special	and numbon services. 21st Century Learning Center and Special
	Populations.	Populations.	Populations.
TALENT	The Talent Activity will provide leadership in resource coordination to	The Talent Activity will provide leadership in resource coordination to	The Talent Activity will provide leadership in resource coordination to
	produce qualified and effective educators by providing assistance to	produce qualified and effective educators by providing assistance to	produce qualified and effective educators by providing assistance to
	leachers. LEAs, and universities	leachers. LEAs, and universities	leachers. LEAs, and universities
STUDENT OPPORTUNITIES	The Student Opportunities Activity will provide programs and training to	The Student Opportunities Activity will provide programs and training to	The Student Opportunities Activity will provide programs and training to
	Career and Technical Education teachers to prepare students for post-	Career and Technical Education teachers to prepare students for post-	Career and Technical Education leaches to prepare students for post-
	secondary endeavors and will also conduct instructional improvement and	secondary endeavors and will also conduct instructional improvement and	secondary endeavors and will also conduct instructional improvement and
	assistance programs for all educators to implement CCSS.	asistance programs for all educators to impleent CCSS.	estistance programs for all educators to impleent CCSS.
DISTRICT SUPPORT NETWORKS	The Distind 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, mattematics and on the ACT	The Distinct Support Networks Activity will prepare students for college and careters by providing appropriate programs and training to local school distincts to increase scores in ELA, memorance 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 access in ELA, mathematics and on the ACT

	BENEFI	BENEFITS TO PRINCIPAL CLIENTS AND USERS	DUSERS
STATE ACTIVITIES	DEPARTMENT OF EDUCATION STAFF	COMMUNITIES	TAXPAYERS
Administrative Support Program			
SUPERINTENDENTS OFFICE	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louissana educations and its critzens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.	<ul> <li>The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisians educations and its citizens with the information, leadership, leaching assistance, and oversight necessary to provide a quality education for all students.</li> </ul>	The State Superintendent, through the Superintendent's Office, will direct the Department of Education to provide Louisiana educators and its citizens with the information, leadership, technical assistance, and oversight necessary to provide a quality education for all students.
FINANCE	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.	The Office of Finance will provide financial and informational management systems to administer educational programs and to support educational accountability.
District Support			
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CHILD CARE LISCENSING	The Child Care Liscensing Activity, through Early Childhood Services, protects the health, safety and well-being of children who are in liscensed child care facilities	The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscensing Activity, through Early Childhood Services, protects The Child Care Liscension Care Services, protects The Childhood Services, protects The Chil	The Child Care Liscensing Activity, through Early Childhood Services, pro     the health, safety and well-being of children who are in liscensed child c     faclibles
GRANTS	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations	The Grants Activity assures the provision of high quality support and services to all communities and schools participating in the areas of food and nutrition services, 21st Century Learning Center and Special Populations.	The Grants Activity essures the provision of high quality support and services to all communities and schools participating in the areas of food and numbon services, 21st Century Learning Center and Special Populations.
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DISTRICT SUPPORT	The Distinct Support Networks Activity will prepare students for college and careers by providing appropriate programs and training to local school distincts to increase scores in ELA, mathematics and on the ACT	The District Support Networks Activity will prepare students for college and The District Support Networks Activity will prepare students for college and I careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing appropriate programs and training to local school districts careers by providing approp	The District Support Networks Activity will prepare students for college and to careers by providing appropriate programs and training to local school district to increase scores in ELA, mattematics and on the ACT

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

	BENEFI	BENEFITS TO PRINCIPAL CLIENTS AN	DUSERS
	SCHOOL DISTRICTS	POST SECONDARY	CITIZENS
SCHOOL AND DISTRICT SUPPORTS	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgrantee Program ensures that children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve student achievement.	The School and District Supports Subgraniee Program ensures that     Children and students from disadvanlaged backgrounds and those with     suspected and identified exceptionalities receive early intervention,     supplemental services, and high quality classroom instruction to     improve student achievement.
SCHOOL AND DISTRICT INNOVATIONS	The School and District Innovations SubgranteeProgram 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, leachers, and administrations to improve the quality and effectiveness of educational personnel.	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, teachers, and administrators to improve the quality and effectiveness of educational personnel.
STUDENT- CENTERED GOALS	The Student-Centered Subgraniee Program provides funds to locals to inlegrate technology into the delivery of educational services.	The Student-Centered Subgraniee Program provides funds to locals to inlegrate technology into the delivery of educational services.	The Student-Centered Subgrantee Program provides funds to locals to integrate technology into the delivery of educational services.
RECOVERY SCHOOL DISTRICT-INSTRUCTION	The Recovery School District program provides educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	NA	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 enclided in an elementary or secondary school transferred to the Recovery School District.	NA	The Recovery School District-Construction Program provides adequate physical facilities for the educational and related services children who are enrolled in an elementary or secondary school transferred to the Recovery School District.
MINIMUM FOUNDATION PROGRAM	The Minmum Foundation Progam 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 Progam provides funding to local school The Minimum Foundation Progam 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. an equal opportunity to develop to their full potential.	The Minimum Foundation Progam 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 distribute funds to non-discriminatory State approved nonpublic schools to enhance student learning	The Nonpublic Assistance Appropriation Program equilably distributes The Nonpublic Assistance Appropriation Program equilably distributes The Nonpublic Assistance Appropriation Program equilably distributes funds to non-discriminatory State approved nonpublic schools to enhance student learning enhance student enhance student learning enhance student enhance enhance student enhance enhance student enhance en	The Nonpublic Assistance Appropriation Program equi funds to non-discriminatory State approved nonpublic enhance student learning
SPECIAL SCHOOL DISTRICT ADMINISTRATION	NA	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 ladministrative management, support, and direction for the instruction programs to ensure that children in state-operated factities and privately-operated juvenile correctional facilities are afforded educational opportunities
SPECIAL SCHOOL DISTRICT	NA	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 appropriat especial education and related services to children with exceptionality who are enrolled in State-Operated programs and mental health

	BENEFI	BENEFITS TO PRINCIPAL CLIENTS AND	ND USERS
SUBGRANTEE ACTIVITIES	DEPARTMENT OF EDUCATION STAFF	COMMUNITIES	TAXPAYERS
SCHOOL AND DISTRICT SUPPORTS	NA	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 children and students from disadvantaged backgrounds and those with suspected and identified exceptionalities receive early intervention, suspected and identified exceptionalities receive early intervention, supplemental services, and high quality classroom instruction to improve upplemental services, and high quality classroom instruction to improve upplemental services, and high quality classroom instruction to improve upplemental services.
SCHOOL AND DISTRICT	NA	The School and District Innovations Subgrantee Program provides resources, services and assistance to LEAs, leadners, 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	NA	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 it 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 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 second any 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 adequale The Recovery School District-Construction Program provides adequale physical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical facilities for the educational and related services to children who hysical f
MINIMUM FOUNDATION PROGRAM	The Minimum Foundation Progam provides funding to local school districts for their public education system such that every student has ar equal opportunity to develop to their full potential.	The Minimum Foundation Progam provides funding to local school districts for their public education system such that every student has a equal opportunity to develop to their full potential.	The Minimum Foundation Progam provides funding to local school The Minimum Foundation Progam provides funding to local school The Minimum Foundation Progam provides funding to local school districts for their public education system such that every student has an districts for their public education system such that every student has an equal opportunity to develop to their full potential. 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 distributing 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 facilities are afforded educational operated (actives are afforded educational facilities are afforded educational solutional facilities are afforded educational operated (actives are afforded educational opportunities).	The Special School District Administration Program provides the administrative management, support, and direction for the instructional supprams 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 instructiona programs to ensure that children in state-operated facilities and privatel operated juvenile correctional facilities are afforded educational opportunities
SPECIAL SCHOOL DISTRICT	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalitie who are enrolled in State-Operated programs and mental health facilities	The Special School District Instruction Program provides appropriate The Special School District Instruction Program provides appropriate 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. who are enrolled in State-Operated programs and mental health facilities.	The Special School District Instruction Program provides appropriate special education and related services to children with exceptionalities who are enrolled in State-Operated programs and mental health facilities

# **APPENDIX D: EXTERNAL FACTORS**

	STUDENT OPPORTUNITIES Public pol	TALENT Public pot	GRAMTS Public pd	CHILD CARE LISCENSING Public pol	PORTFOLIO Public po		FINANCE Public po	SUPERINTENDENTS Statute	Administrative Support Program	69	
	Public policy and political directions from the legislature and the SBESE can confirm or eter SDE strategic direction, goals and/or anticipated results	Public policy and political descions from the legislature and the SBESE can confirm or ater SDE sit steps clreation, goals and/or anticipated results	Public policy and political directions from the legislature and the SBESE can confirm or aller SDE strategic direction, goats and/or anticipated results	Public pokry and polecal deections from the legislature and the SBESE can confirm or after SDE strategic deection, goals and/or anticipated results	Public policy and political directions from the legislature and the SBESE can confirm or aiter SDE strategic direction, goats and/or anticipated results	Public policy and political directions from the legalitrure and the SBESE can confirm or alter SDE strategic direction, goats and/or anticipated results	Public policy and political directions from the legislature and the SBESE can confirm or are SDE straining direction, goats indice anticipated results	Statutory, regulatory, and public policy directions from constitutionally designated entities such as the State Gourd of Elementary and Secondary Eduction and the Louissana Legislature		STATUTARY, REGULATORY, PUBLIC POLICY DIRECTIONS	STATE ACTIVITIES PR
General and other funding level decisions of the legislature can support or alter SDE	General and other funding level decisions of the Legislature can support an ater Department goals, strategies and program results	General and other funding level decisions of the Legislature can support or alter Department goals, strateges and program results	General and other funding level decisions of the Legislature can support or alter Department goals, strateges and program results	General and other funding level decisions of the legislature can support or alter SDE goals, strategies and program results	General and other funding level decracent of the legislature can support or alter SDE goals, strategies and program results	General and other handing level decisions of the Legislature man support in alter Department goals, strateges and program results	General and other funding level decisions of the Legislature can support or alter Department goals, strateges and program results.	Changing facal conducts of the State of Louisiana es a result of fluctuations in state and national economies		CHANGING FISCAL CONDITIONS	STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FAC
Federal laws, court holdings, and program	Federal laws, court holdegs, and program regulations can affect financial distribution, and educational issues.	Federal Laws, court holdings, and program regulations can affect financial distribution, and educational issues	Federal laws, court holdings, and program regulations can affect financial distribution, and educational issues.	Federal laws, court holongs, and program regulators can affect fnancial distribution, and educational issues.	Federal laws, courl hotkeps, and program regulations can affect financial distribution, and educational issues	Federal laws, court hotdrops, and program regulations can affect faancial distribution, and educational issues	Federal laws, court holdings, and program regulations can affect financial distribution, and educational Issues.	State and federal court decisions affecting education		COURT DECISIONS	FACTORS

		STATE ACTIVITIES PR	STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS	CTORS
	PUBLIC DEMAND FOR INFORMATION	DECISION MAKING TO LOWER LEVEL	LOCAL SCHOOL BOARDS	
Administrative Support Program				
SUPERINTENDENT'S OFFICE	Public demand for information, especially how interest groups and the media	Shifting decaute-making authority to the local level	Local school boards have significant authority for educational governance that can alled the level of support for state-level laws, regulations, or policies	ance that policies
FINANCE	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authomy over business matters, especially funding and personnel, within local systems, which can complement of impode proper, effective, and efficient management of school systems.	Local school boards have significant authority for educational governance that can affect the level of support for state-level lave, regulations, or polices	ance that places
District Support Program ACADEMIC POLICY	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement personnel proper, effective, and efficient growth through student achievement	Local school boards have significant authority for educational governance that can affect the level of support for state and federal laws, regulations, or policies.	ions, or
PORTFOLIO	Public demand for information, expensity hum interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnet, writhin local systems, which can complement or impode proper, effective, and efficient management of school systems.	Local school boards have significant authority for educational governance that can atted the level of support for state-level laws, regulations, or policies.	mance that policies.
CHILD CARE LISCENSING	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient management of school systems	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	r policies.
GRANTS	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnel, writhin local systems, which can complement of impede proper, effective, and efficient management of school systems.	Local school boards have significant authoray for educational governance that can affect the level of support for state and federal laws, regulations, or policies.	mance that tions, or
TALENT	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and developent of effective feachers and leaders.	Local school boards have significant authority for educational povernance that can affect the level of support for state-level laws, regulations, or policies.	r policies.
STUDENT OPPORTUNITIES	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or impede proper, effective, and efficient implemation of instructional programs.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	emance that r policies.
DISTRICT SUPPORT NETWORKS	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnet, within local systems, which can complement or impode proper effective and efficient summon of local schools.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	mance that r policies.

Court decisions can affect financial distribution, and educational issues	General and other funding level decisions of the Legislature can support an atter Department goats, strategies and program results for the Special School District	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies for the Special School District.	SPECIAL SCHOOL DISTRICT ADMINISTRATION
Court decisions can affect financial distribution, and educational issues	Reduction in allocations/appropriations can result in a reduction in services provided.	The legislature has enormous power over Louislana education and can, through legislative mandates or fiscal allocations, directly affect program plans or strategies of nonpublic schools.	NONPUBLIC ASSISTANCE
Court decisions can affect financial distribution, and educational issues	Local communities and school systems have major financial support responsibilities, which can complement, obstruct, or exace/bate MFP adequacy and equity issues	Legislative mandates upon local systems can affed local MFP adequacy and equally strategies.	MINIMUM FOUNDATION PROGRAM
Court decisiona can affect financial distribution, and educational assues	Reduction in allocations/appropriations can result in a reduction in services provided.	The legislature has enormous power over Louislana education and can, through alogislative mandates, directly affect program plans or strategies.	RECOVERY SCHOOL DISTRICT-CONSTRUCTION
Courl decisions can affect financial distribution, and educational issues.	Reduction in allocations/appropriations can result in a reduction in services provided	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	Recovery School District-instruction
Court decisions can affect financial distribution, and educational issues.	Federal laws, State laws, court holdings, and program repulsitons can affect financial distribution causing further problems and issues with MFP indequacy and equity issues.	The legislature has enormous power over Louisiana education and can, through legislative mandates, directly affect program plans or strategies.	STUDENT CENTERED- GOALS
Court decisions can affect financial distribution, and educational issues.	Federal laws, State laws, court holdings, and program regulations can affect financial distribution causing further problems and issues with MFP adequacy and equity issues.	The legislature has enormous power over Louislana education and can, through legislative mandales, directly affect program plans or strategies.	SCHOOL AND DISTRICT
Court decisions can affect financial distribution, and educational issues.	Federal laws, State laws, court holdings, and program regulations can affect Francial distribution causing further problems and issues with MFP adequacy and equity issues.	The legislature has enormous power over Louislana education and can, through legislative mandates, directly affect program plans or strategies.	SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS
COURT DECISIONS	Changing Fiscal Conditions	STATUTARY, REGULATORY, PUBLIC POLICY DIRECTIONS	
ICTORS	STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS	STATE ACTIVITIES PR	

		STATE ACTIVITIES PR	STATE ACTIVITIES PROGRAM STRATEGIC PLAN EXTERNAL FACTORS	ACTORS
	PUBLIC DEMAND FOR INFORMATION	DECISION MAKING TO LOWER LEVEL	LOCAL SCHOOL BOARDS	SBESE
SUBGRANTEE PROGRAM: SCHOOL AND DISTRICT SUPPORTS	Public demand for information, especially from enterest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnel, within local systems, which can complement or inpede proper, effective, and efficient management of school systems.	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies.	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program prionities and effective implementation.
SCHOOL AND DISTRICT INNOVATIONS	Puble demand for information, especially from interest groups and the media	Local school systems have constitutional authority over business matters, especially funding and personnet, which local systems, which can complement or imped- which local systems, and efficient implementation of innovations	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies	The SBESE has authority to set policy and regulate school systems and schools, therefore, it can affect program priorities and effective implementation
STUDENT CENTERED- GDALS	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 (overd students	Local school boards have significant authority for educational governance that can affect the level of support for state-level laws, regulations, or policies	The SBESE has authority to set policy and regulate school systems and schools, therefore, it can affect program priorities and effective implementation
RECOVERY SCHOOL DISTRICT-INSTRUCTION	Public demand for enternation, especially from interest groups and the media	The Recovery School District program provides governance authority for the educational and related terrifers to children who are enrolled in an elementary or secondary school transferred to the Recovery School District District District Control Contr	The Recovery School District provides governance authority for the educational and return and regulate school systems and services to children who are enrolled in an elementary or and resulted services to children who are enrolled in an elementary or and related services to children who are enrolled in an elementary or and related services to children who are enrolled in an elementary or school bistrict provides governance authority for the educational The SBESE has authority to set policy and regulate school systems and services to children who are enrolled in an elementary or secondary school the Recovery School school transferred to the Recovery School District.	The SBESE has authority to set policy and regulate school systems and schools, therefore, it can affect program priorities and effective implementation
RECOVERY SCHOOL DISTRICT-CONSTRUCTION	Public demand for information, especially from interest groups and the media	The Recovery School District provides governance authority for educational and related services to children who are enrolled in an elementary or secondary school transferred to the Recovery School District.	The Recovery School Disincit provides governance authority for the educational and related services to children who are enrolled in an elementary or secondary schools; therefore, it can affect program priorities and effective implementation.	The SBESE has authoray to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation
MINIMUM FOUNDATION PROGRAM	Public demand for information, especially from interest groups and the media	Local school systems have constitutional authoraly over business matters, especially funding and personnel, within focal systems, which can complement or inpode proper, effective, and efficient management of school systems	Local school boards have significant authority for educational governance that can affect the level of support for state-level taws, regulations, or policies.	The SBESE, which is a constitutionally created entity, has significant authoray over the approval of the MFP formula.
NONPUBLIC ASSISTANCE	Public demand for information, expectally from interest groups and the media	NJA	MA	NA
SPECIAL SCHOOL DISTRICT ADMINISTRATION	Public demand for information, especially from interest groups and the media	SPECIAL SCHOOL DISTRICT Public demand for information, especially from interest (Department of Health and Corrections) in which addiministration groups and the media groups and the media schools/programs operated by SSD#1 are physically located.	Local school boards have significant authority for educational governance that can affect the level of support for participation in the Special School District	The SBESE has authority to set policy and regulate school systems and schools; therefore, it can affect program priorities and effective implementation
SPECIAL SCHOOL DISTRICT	SPECIAL SCHOOL DISTRICT Public demand for information, especially from interest INSTRUCTION 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	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

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# APPENDIX E: EXPLANATION OF HOW DUPLICATION SHALL BE AVOIDED

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

# APPENDIX F: CROSS-REFERENCE TO STATEWIDE PLANNING INITIATIVES

Louisiana Workforce Commission\*

Children's Cabinet\*

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

# **APPENDIX G: DATA DOCUMENTATION SHEETS**

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

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

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENTATIO	N FORM	1
ADMINISTRATIVE SUPPORT	SUPERINTENDENT'S OFFICE - PUBLIC AFFAIRS	LAPAS CODE	8479
070444		LAPAS KEY	к
678A1.1 Contact person Erin Bendily		LAPAS TYPE	QUALITY
Who is responsible for data collection?	Rachael Galladora		

<u>Objective</u> (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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
92.21	92.6	92.07	94.18	90.9	92.19	91.7	86.67	85.07
Rationale	Measure pu	blic satisfacti	ion with the D	epartment				
What Data is Required?	Survey form	I						
How is The Data Collected?	Telephone							
Frequency	Quarterly							
Calculation Methodology								
<u>Data</u> Manipulations	State level							
Indicator Limitations								
Legislative/ Mandates	R.S. 17:7 a	and R.S. 17:2	2					

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FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM					
ADMINISTRATIVE SUPPORT	SUPERINTENDENT'S OFFICE - PUBLIC AFFAIRS	LAPAS CODE	25111		
07044.0		LAPAS KEY	к		
678A1.2 Contact person Erin Bendily		LAPAS TYPE	QUALITY		
Who is responsible for data collection?	Barry Landry				

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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	118	110	105
Rationale	Track comm	nnication with	public on de	partment initi	atives and st	udent perfor	mance	
What Data is Required?	News releas	ses, advisorie	s, letters and	l/or newslette	rs			
How is The Data Collected?	Copies of co	ommunication	ns posted to	website or sto	ored in email	marketing so	oftware	
Frequency	Quarterly							
Calculation Methodology	Simple addi	ition of numbe	er of releases	s, advisories,	letters and/o	r other public	c communica	tions
<u>Data</u> Manipulations								
Indicator Limitations								
<u>Legislative/</u> Mandates								

FY 2017-22	DOF ST	RATEGIO	; PLAN C	ATA DO	CUMENT	ATION F	ORM	3
ADMINISTRATIVE S				& FINANCE - E			LAPAS COD	E 5550
ADMINISTRATIVE 3							LAPAS KEY	К
678A2.1 Contact person	Charlotte Ste	vens					LAPAS TYPE	E OUTPUT
Who is responsible			tte Stevens					
sta	EY) Through the programs to the savings to	the State.	sponeu siudei				ion, to conduct as appropriate	audits of , resulting in
Performance Indicator		State	dollars	saved a	s a resi	lit of au	uits	
	 FY 07-08	FY 08-09	 FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07 \$3,224,464	\$8,804,755	\$6,169,854	\$6,035,317	\$6,270,520	\$3,978,395	\$3,381,841	\$1,541,683	\$5,337,974
\$5,224,404 Rationale		t of money sa	ved/recoupe	d through the	audits of the	e Minimum F	oundation Pro	ogram
What Data is Required?		ed student, sta						
How is The Data Collected?	Data collect	ted through s	imulation of N	VFP formula	run using adj	justed data.		
Frequency	Annual - Yea	ar End						
Calculation Methodology	cost of the	ed data are in formula. * TI r Year studer	ne Minimum i	MFP formula Foundation P	for the appro rogram bega	priate year to an a transitio	o determine th n to allotting i	ne adjusted money based
<u>Data</u> Manipulations								
Indicator_ Limitations								
<u>Legislative/</u> Mandates	R.S. 17.7	(d)						

FY 2017-22	DOE ST	RATEGI	C PLAN I	DATA DC	CUMEN	TATION	FORM	4
ADMINISTRATIVE	SUPPORT	M		& FINANCE -	ED. FINANCE		LAPAS COL	DE 5551
070400							LAPAS KEY	<b>к</b>
678A2.2 Contact person	Charlotte Ste	vens					LAPAS TYP	E OUTPUT
Who is responsible	for data collecti	ion? Charlo	otte Stevens					
sta	EY) Through the programs to llar savings to	o ensure that r	nt & Finance A reported stude	Activity, Education of the second sec	tion Finance a accurate and a	nd Audit Divis adjust funding	ion, to conduc as appropriate	t audits of , resulting in
Performance Indicator	Cumu	lative a	mount o	of MFP f	iunds sa	aved th	rough a	u <b>dit</b>
marcalor				funct			-	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
\$56,247,519	\$65,052,274	\$71,222,128	\$77,257,445	\$83,527,964	\$87,506,359	\$90,883,200	\$92,429,883	\$97,618,704
Rationale	Maintaining	cumulative n	umber of dol	lars saved the	e State of Lo	uisiana throu	gh audit proc	ess.
What Data is Required?	The annual	savings from	the audits si	nce 1993-94.				
How is The Data Collected?	Data collect	ed through si	mulations us	ing audited n	umbers.			
Frequency	Annual - Yea	r End						
Calculation Methodology	The annual Program be	savings since gan a transiti	e 1993-94 to on to allotting	present are a g money base	added togethe	er. * The Mir or Year stude	nimum Found ent data.	ation
<u>Data</u> Manipulations	State							
Indicator Limitations								

Legislative/ Mandates

R.S. 17:7(d)

FY 2017-22	DOE ST	RATEGIO		DATA DO	CUMEN		FORM	5
ADMINISTRATIVE S				FINANCE - A			LAPAS CODE	8495
							LAPAS KEY	к
678A3.1 Contact person	Beth Scionea	iux					LAPAS TYPE	EFFICIENCY
Who is responsible	fo <u>r data collect</u> i	ion? Carlos	Dickerson					
of i	Y) Through the tile to the til	he Managemei sment by the F	nt & Finance A Federal govern	Activity, Approp	riations Contrate for Depart	ol will experier ment Cash Ma	nce less than 5 ir anagement Impro	nstances ovement
Performance Indicator	Interes Departn	t asses nent Ca	sments sh Mana	by fede agemen	ral gove t Improv	ernmen vement	t to state Act viola	for tions
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
1	7	5	3	12	2	1	0	0
<u>What Data is</u>	(checks rele Interest is c the Departm are actually determine c caused by t	eased) in prog harged to the nent which de needed in the compliance with he Departme	grams provid State for ease termines the bank to hous ith the CMIA nt to the State we the Revenue	ing more than rly receipt of f period of day nor check pre law and the a law and the a law section. Fi	a \$4,000,000 unds. A che ys between c sentation. T ichievement	In annual rev ck clearance heck release he purpose o of zero dollar agement Uni	unds to cover cover under to the Star pattern is estar and the date the finance of the measurer is interest assert, Division of	blished by he funds ment is to ssment
Required?	Appropriation funds.	on Control. T	he log is mai	intained by ac	countants re	sponsible for	the requesting	Orieveral
How_is The Data_ Collected?	The data is	generated by	y internal acti	ons. Logs ar	d draws are	reviewed by	the Revenue S	upervisor.
Frequency	reporting of	data is provide	d by the Reve	nue Section to	r each tederai	program cove	a Reporting - Mol ered under CMIA	•
<u>Calculation</u> <u>Methodology</u>	of days per listed in the generates	mitted for the	e draw. The s ment for the to the State.	specified num Department. The numbe	ber of days f Any days in	or each majo excess of the	nce with specifi or federal progr e specified num ecified number	ann is iber
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								
Legislative/								

<u>Legislative/</u> Mandates

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DMINISTRATIVE S	UPPORT	MAM	AGEMENT &	FINANCE - A	PP. CONTRO	L	LAPAS COE	)E 2015
							LAPAS KEY	ĸ
578A3.2 Contact person	Beth Scionea	ux					LAPAS TYP	E INPU
Who is responsible	for data collection	on? Carlos	Dickerson					
of i	EY) Through th nterest assess t violations.	sment by the F	ederal govern	ment to the St	ate for Depan	imeni çasır m	nce less than 5 anagement Imp	instances provement
Performance Indicator		Numb	er of to	tal trans	actions	s proces	ssed	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
177,052	223,556	180,233	156,899	143,348	257,568	246,904	202,474	151,517
What Data is_	are actually determine co caused by the	needed in the ompliance wi ne Departme	e bank to hor th the CMIA nt to the Stat	nor check pre law and the a e. le Section, Fi	sentation. T chievement nancial Man	he purpose of zero dolla acement Uni	e and the date of the measur rs interest ass t, Division of	sessment
Required?	Appropriatio funds.	n Control. T	he log is mai	ntained by ac	countants re	esponsible to	r the requestion	
How is The Data Collected?								
Frequency	reporting of c	lata is provide	d by the Reve	nue Section to	r each tederai	program cove	a Reporting - M ared under CM	I <b>A.</b>
<u>Calculation</u> Methodology	of days peri listed in the generates in	mitted for the	draw. The sment for the to the State.	pecified num Department. The number	ber of days in Any days in	excess of th	nce with spec or federal pro- e specified nu ecified numbe	gram is imber
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								
Legislative/								

	SUPPORT	MA	NAGEMENT 8	FINANCE - A	PP. CONTRO	L	LAPAS COD	E 20152
							LAPAS KEY	к
678A3.3 Contact person	Beth Scionea						LAPAS TYP	E INPUT
Who is responsible			Dickerson					
of i	EY) Through tl interest asses t violations.	he Manageme sment by the f	nt & Finance A Federal govern	Activity, Approp Iment to the SI	ate for Depart	iol will experies ment Cash Mi	nce less than 5 anagement Imp	provement
Performance	Num	ber of d	ash ma	nageme	ent/reve	nue tra	nsactior	าร
Indicator				proces				
	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
14,721	12,009	14,593	11,487	11,393	16,876	24,766	12,310	13,760
What Data is Required?	Interest is cl the Departm are actually determine c caused by th Draw log is	harged to the nent which de needed in the ompliance wi he Departme maintained b	State for ear termines the bank to hor th the CMIA nt to the Stat	ly receipt of f period of day nor check pre law and the a e. ue Section. Fi	unds. A che /s between c sentation. T chievement nancial Mana	ck clearance heck release he purpose c of zero dollar agement Unit	venue to the S pattern is est and the date of the measure is interest ass t, Division of	ablished by the funds ement is to essment
Required	Appropriatio funds.	on Control. 1	he log is mai	ntained by ac	countants re	sponsible for	the requestin	ig of leveral
How is The Data Collected?	The data is	generated by	internal action	ons. Logs an	d draws are	reviewed by	the Revenue	Supervisor.
Frequency	Data Collecti reporting of c	on - Data are d lata is provide	collected and of d by the Reve	entered daily, on nue Section for	or as draws ar r each federai	e made. Data program cove	Reporting - Mo ered under CMI	onthly A.
<u>Calculation</u> Methodology	of days peri listed in the generates in	mitted for the CMIA agree	draw. The s ment for the l to the State.	pecified num Department. The number	ber of days f Any days in	or each majo excess of the	nce with speci or federal prog e specified nu ecified numbe	iram is mber
<u>Data</u> Manipulations								
Indicator Limitations								
Legislative/								

Legislative/. Mandates

FY 2017-22	FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM						
ADMINISTRATIVE	SUPPORT	HUMAN RESOURCES	LAPAS CODE	8483			
			LAPAS KEY	к			
678A4 Contact person	Jason Hannaman		LAPAS TYPE	OUTCOME			
Who is responsibl	e 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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
98%	99.8%	100%	99.3%	98%	100%	97.27%	97%	100%
Rationale	This indicate	or monitors p	rogrammatic	effectiveness	of the PPR	system.		
What Data is Required?	Compilation categories (	of ratings co poor, needs	impleted, nur improvement	nbers and pe , meets requi	rcentages, ai rements, exc	nd number o eeds require	f reviews by r ements and o	ating utstanding).
How_is The Data Collected?		report is gene t of Civil Serv		Superintend	ent and an ar	nnual report	is generated i	for the
Frequency	Data are coll following the	ected daily in end of the qu	the Human Re arter.	sources Office	, and quarterly	/ reports are g	generated in th	e month
Calculation Methodology	Summariza	tion of rating	s completed a	and types of r	atings.			
<u>Data</u> <u>Manipulations</u>	Data are ag	gregated to	the departme	nt level.				
Indicator Limitations								
Legislative/ Mandates	Civil Servi	ce rules						

FY 2017-22	DOE ST	RATEGIC	; PLAN [	DATA DO			-ORM	9
DMINISTRATIVE S				NALYTICS -			LAPAS COD	E 23280 K
678A5.1 Contact person Who is responsible	Kim Nesmith	<u>on?</u> Kim Ne	esmith					
<u>Objective</u> (KE suc	EY) The Analyt ch that 85% of	tics Division Action Action Action	tivity, , will co ts that respon	nduct an annu d are satisfied	al Data Manag or above with	gement Works	shop for LEA pe e.	ersonnel
Performance Indicator			Num	ber of p	articipa	nts		
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	965	675	631	567	214	95
<u>Rationale</u>	Division of Ir to LDOE dat	nformation Te ta collection s	echnology Se systems.	ervices provid	e LEA perso	nnel with trai	ning and supp	oort relative
What Data is. Required?				dentials for th				
How is The Data Collected?	Participants are identifie	that attend s d by their logi	essions in po in credentials	erson sign a s s.	sign-in sheet	and those th	at participate	via webinar
Frequency	Annual - Yea	r End						
<u>Calculation</u> Methodology	Total numb	er of participa	ants that sigr	n the sign-in s	heets and lo	gin for webin	ar sessions.	
<u>Data</u> <u>Manipulations</u>	State Level							
Indicator Limitations								
<u>Legislative/</u> Mandates								

FY 2017-22	DOF ST	RATEGIO		DATA DO	CUMENT		FORM	10
DMINISTRATIVE S				ANALYTICS			LAPAS CODE LAPAS KEY LAPAS TYPE	к
Contact person	Kim Nesmith						LAPASTIFE	
Who is responsible	for data collecti	on? Kim N	esmith					
<u>Objęctive</u> (KE suc	ch that 90% of	f the participan	its that respon	ale sausieu	01 20010 1112			
Performance Indicator	Perce	entage (	of partic satis	ipants f sfactory	that rate or abo	e the ac ve	tivity to	be
FY 06-07	FY 07-08	 FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	98.94%	93.09%	100%	76%	89%	94.7%
Rationale	This indicate personnel a	or measures re being met	customer sat	isfaction and	helps LDOE	staff to dete	rmine if needs	s of LEA
What Data is Required?	Participant	evaluation						
How is The Data Collected?	Evaluation	form						
Frequency	Annual - Yea	ar End						
Calculation Methodology	Total numb of participa	er of particip nts that comp	ants who rate pleted the eva	ed the activity aluation.	satisfactory	or above divi	ded by the tot	al number
<u>Data</u> Manipulations	State level							
Indicator Limitations								
Legislative/ Mandates								

16

EV 2017-22	DOE ST	RATEGIO		DATA DO	CUMENT	TATION I	FORM	11
		ACADEMIC POLICY LAPAS CODE						E 8496
DISTRICT SUPPOF	X1						LAPAS KEY	к
678B1.1 Contact person	Kim Nesmith						LAPAS TYP	E OUTPUT
Who is responsible	e for data collection	on? Kristin	a Bradford					
Performance	Dorcont:	-ma of o	liaible c					
Indicator				students and	8			
FY 06-07	FY 07-08	FY 08-09	FY 09-10	and FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
				and	8			
FY 06-07	FY 07-08 95% The indicato are tested.	<b>FY 08-09</b> 95% or measures s	FY 09-10 95% student partic	FY 10-11 97% cipation in the	<b>FY 11-12</b> 96% iLEAP testin	FY 12-13 96% g program to	FY 13-14 94% o ensure that	FY 14-15 90.2% all students
<b>FY 06-07</b> 95%	FY 07-08 95% The indicato are tested.	FY 08-09 95% or measures s students par	FY 09-10 95% student partic	end FY 10-11 97%	<b>FY 11-12</b> 96% iLEAP testin	FY 12-13 96% g program to	FY 13-14 94% o ensure that	FY 14-15 90.2% all students

Frequency Annually

CalculationPercentage of students tested = number of students tested with iLEAP divided by number of studentsMethodology(grades 3, 5, 6, 7 and 9) enrolled October 1

<u>Data</u> Manipulations

Indicator Limitations

<u>Legislative/</u> Mandates

EV 2017-22		TEGIC PLAN DATA DOCUMEN	TATION FORM	12
2. 21			LAPAS CODE	8497
DISTRICT SUPPOR	RT		LAPAS KEY	к
678B1.2 Contact person	Kim Nesmith		LAPAS TYPE	OUTPUT
Who is responsible	e for data collection?	Kristina Bradford		

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

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

			 FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07	FY 07-08	FY 08-09			95%	96%	96%	98.3%
98%	97%	97%	95%	96%				u
Rationale_	are tested.			cipation in the				
What Data is Required?	Statistics of each grade	students par assessed	rticipating in t	he assessme	ent program a	and October	1 student me	mbership for
How is The Data Collected?								
Frequency	Data collecti	ion: Annually;	Data reporting	; Annually; Tim	ning: Annually			
<u>Calculation</u> Methodology	Percentage (grades 4 a	e of students and 8) enrolle	tested = num ed October 1	nber of studer membership	nts tested div	ided by the r	umber of stu	dents
<u>Data.</u> Manipulations								
Indicator_ Limitations								

Legislative/ Mandates

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM								13
DISTRICT SUPPOR				DEMIC POLIC			LAPAS COD	E 25122
							LAPAS KEY	к
678B1.3 Contact person	Kim Nesmith						LAPAS TYP	E OUTPUT
Who is responsible		on? Kristin	a Bradford					
<u>Objective</u> (K str	EY) THE Acad udents in mem	emic Policy Ad bership on Fel	ctivity will prov bruary 1 and th	ide student lev he test date.	el assessmen	t data for at le	ast 95% of elig	jible
Performance Indicator	Percen	tage of		e studen (EOC)	test			
	Percen	FY 08-09	eligible FY 09-10		<b>test</b> FY 11-12	FY 12-13	FY 13-14	FY 14-15
Indicator				(EOC)	test			
FY 06-07	FY 07-08 N/A	FY 08-09 N/A	FY 09-10 N/A	(EOC) FY 10-11	<b>test</b> FY 11-12 N/A	<b>FY 12-13</b> 97%	<b>FY 13-14</b> 98%	<b>FY 14-15</b> 97.5%
FY 06-07 N/A	FY 07-08 N/A The indicato all students a	FY 08-09 N/A or measures s are tested.	FY 09-10 N/A student partic	(EOC) FY 10-11 N/A	<b>FY 11-12</b> N/A Graduation I	<b>FY 12-13</b> 97% Exit Examina	FY 13-14 98% ation (GEE) to	FY 14-15 97.5% ensure that

Frequency Annually

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

<u>Data</u> <u>Manipulations</u>

Indicator Limitations

<u>Legislative/</u> Mandates

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENTA	TION FORM	14
DISTRICT SUPPORT	ACADEMIC POLICY	LAPAS CODE	9734
678B1.4		LAPAS KEY	к
Contact person Kim Nesmith		LAPAS TYPE	OUTPUT
Who is responsible for data collection?	Kristina Bradford		

(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. **Objective** 

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	78.5%	74.6%	N/A	61%	N/A	N/A
Rationale_	The indicato	r measures s	student partic	ipation in the	Summer Rel	lest.		
<u>What Data is</u> <u>Required?</u>		unsatisfactor		ho scored un: n spring admi				
How is The Data Collected?	Through the	student asse	essment					
Frequency	Annually							
<u>Calculation</u> Methodology				nber of stude aching basic		divided by th	e number of	
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								
Legislative/ Mandates								

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM	15
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DISTRICT SUPPORT	ACADEMIC POLICY	LAPAS CODE	20363
678B2		LAPAS KEY	к
Contact person Kim Nesmith		LAPAS TYPE	OUTPUT
Who is responsible for data collection?	Jennifer Baird		

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

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N.A	78.5	74.6	N/A	63.2	N/A	N/A
<u>Rationale</u>	better prepar	essumed that red to meet t	teachers wh ne needs of t	have certified to are certified he diverse lea vide a higher	l and "highly arners in the	qualified" as classroom. h	defined by N	ICLB, are
<u>What Dạta is</u> <u>Required?</u>	assistance si that are in ali courses requ	upported by t ignment with uired for certif	he 8(g) LTQ the BESE es ication; (2) T	ncies report tl funds. This r tablished fun eachers takin taking cours	number is bro ding priorities a courses re	oken down in s: (1) Teach auired to be	ito the followi	ng areas aking
How is The Data Collected?	Evaluation For receiving tuiti disseminated	orm develope ion assistanc I to the partic	ed by LDE. T e in each of i ipating agen	rom the partic This form prov the three app cies via the app crior to the rec	ides a break roved areas. oproved appl	down of the This standa ication for fu	number of tea Indized form is	achers s
Frequency	Annual - End o	of Fiscal Year						
Calculation Methodology	The total nun successfully	nber of teach completing re	ers, by partic equired cours	sipating agences.	y per quarte	r, receiving t	uition assista	nce for
<u>Data</u> Manipulations	UNCLEAR T	ERMS: The	total number	er and by part of teachers n te 8(g), LTQ f	nay be differ	ncy. ent than the (	total number	of courses
Indicator Limitations	Accuracy of c data. Some t	data submitte teachers are	d by the part double-coun	icipating ager ted.	icies/system	s. Failure of	some system	ns to report
Legislative/ Mandates	No Child Lef 06. These fu	t Behind Act unds are use	of 2001 requ d to support f	ires that all te teachers in ac	achers are 'h hieving this	nighly qualifie goal.	ed' by the end	l of SY 05-

FY 2017-22	DOF ST	RATEGIO		DATA DO	CUMENT		FORM	16
DISTRICT SUPPOR				PORTFOLIO			LAPAS COD	E 24030
DISTRICT SUIT OR							LAPAS KEY	К
678B3.1 Contact person	Kunijan Narec	hania					LAPAS TYPI	E OUTPUT
Who is responsible	for data collection	<u>n?</u> Megha	Upadhyaya					
ch	EY) The Portfol arter schools for a total of 134 (	or Louisiana's operational ch	students and arter schools.		icability and the			
Performance Indicator	Nun	nber of	new ch	arter sc	hools o	pened	(all type	s)
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	14	14	12	18	17
Rationale								
What Data is Required?				ed each year				
How is The Data Collected?	. Review and	count of BE	SE approved	schols and v	erification thr	ough openin	ig process	
Frequency	Annual							
Calculation Methodology								
<u>Data</u> Manipulations								
Indicator Limitations								
<u>Legislative/</u> Mandates								

Y 2017-22	DOE ST	RATEGIO	PLAN [	DATA DO	CUMEN		FORM	17
ISTRICT SUPPOR				PORTFOLIO			LAPAS COD	E 24031
ISTRICT SUFFOR							LAPAS KEY	ĸ
78B3.2 Contact person Who is responsible	Kunjan Narec		u Upadhyaya				LAPAS TYP	
ch toi	EY) The Portfo arles for Louisi al of 134 opera	ana's students ational charter	schools.	by increasing		onantor control		•
Performance Indicator	Nu	mber of	operau	ional ch				
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	90	103	121	117	134
Rationale_								
What Data is Required?	Number of s	chools in op	eration each	year				
How is The Data Collected?	. Review and	count of ope	rating school	ls				
Frequency								
Calculation Methodology								
<u>Data</u> Manipulations								
Indicator								

<u>Legislative/</u> <u>Mandates</u>

Y 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM								18
ISTRICT SUPPOR				ORTFOLIO			LAPAS CODE	24032
							LAPAS KEY	к
78B3.3	Kunjan Narecha	ania					LAPAS TYPE	OUTCOM
Who is responsible	for data collection	? Megha	Upadhyaya					
cha	EY) The Portfolic arles for Louisiar al of 134 operati	onal charter	s and families i schools.	by increasing t				
Performance	Percent	age of	charter	school	studen	ts in Ty	pe 2 cha	rter
Indicator	schools	aye or in onor	ration fo	or 3 veal	rs outpe	erformir	ng traditi	ional
(	schools	III ODEI	auvin	J J YCU	io oaib.		- J	
•			1		a ond m	oth as i	measure	d by
	nublic se	chools	in both	reading	g and m	ath as I	measure	d by
·	nublic se	chools	in both	reading ents in	g and m	ath as I	measure	d by
	public s	chools	in both	reading	g and m	ath as I	measure	FY 14-15
FY 06-07 N/A	public s	chools state as	in both ssessm	reading ents in	g and m grades	ath as i 3 throu	measure gh 10	a by
FY 06-07	FY 07-08	chools state as FY 08-09	in both ssessm FY 09-10	ents in	g and m grades FY 11-12	ath as 1 3 throu FY 12-13	measure gh 10 FY 13-14	G DY FY 14-15
<b>FY 06-07</b> N/A	FY 07-08	chools state as FY 08-09 N/A	in both ssessm FY 09-10 N/A	FY 10-11 8.81%	g and m grades FY 11-12	ath as 1 3 throu FY 12-13	measure gh 10 FY 13-14	G DY FY 14-15
FY 06-07 N/A Rationale What Data is	FY 07-08 N/A	chools state as FY 08-09 N/A	in both ssessm FY 09-10 N/A	FY 10-11 8.81%	g and m grades FY 11-12 4.8%	ath as 1 3 throu FY 12-13	measure gh 10 FY 13-14	G DY FY 14-15
FY 06-07 N/A Rationale What Data is Required? How is The Data	FY 07-08 N/A	chools state as FY 08-09 N/A	in both ssessm FY 09-10 N/A	FY 10-11 8.81%	g and m grades FY 11-12 4.8%	ath as 1 3 throu FY 12-13	measure gh 10 FY 13-14	G DY FY 14-15

<u>Data</u> <u>Manipulations</u>

Indicator Limitations

<u>Legislative/</u> Mandates

Y 2017-22	DOE ST	RATEGIO		DATA DO	CUMENT	<b>FATION</b>	FORM	19
ISTRICT SUPPOR				ORTFOLIO			LAPAS CODE	25124
	••						LAPAS KEY	к
578B3.4 Contact person	Kungan Nare	chania					LAPAS TYPE	OUTCOM
Who is responsible	-		a Upadhyaya					_
ch.	arles for Louisi al of 134 opera	ana's student ational charter	s and families schools.	by increasing	ine number of	Charter Schot	eration of high-q ols by 17 each ye	
Performance Indicator	Percent	age of for ren	SBESE ewai tha	authori: at meets	zed cha s renew	rter sch al stand	nools elig dards	jible
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	75%	90%	90%
Rationale	Ensures the	LDOE's lega	al authority					
What Data is Required?	Academic pe	erformance	lata, financial	performance	e data, and o	rganizationa	perfromance (	Jata
How_is The Data_ Collected?	By LDOE as	sessments a	and accounta	bility teams; t	hrough the c	harter schoo	ls financial auc	iit
Frequency	Annually							
Calculation Methodology								
<u>Data</u> Manipulations	N/A							
Indicator Limitations	N/A							
<u>Legislative/</u> Mandates	LA Charter	School Law	R.S. 17:3992	2				

FY 2017-22	2 DOE ST	RATEGI	C PLAN	DATA DO		TATION	FORM	20
DISTRICT SUPPO	RT			PORTFOLIO			LAPAS COD	E 25707
678B4.1							LAPAS KEY	к
Contact person	Kunjan Nareo	hania					LAPAS TYP	E INPUT
Who is responsible	e for data collecti	on? Megha	a Upadhyaya			_		
ur	EY: The Portfolinderperforming	schools by of	fering quality o	of options for L	nciliate studen ouisiana's stud	t and family cl dents through	noice for those i the non-public	in scholarship
Performance Indicator		Num	ber of s	scholars	ship sea	ats offer	red	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	8,515	9,142
Rationale	Ensures the approved, ar	LDOE mana	ges and dete er of student	ermines the nermines the nermines the nermines the second se	umber of sch ated.	nolarship org	ram seats req	uested,
What Data is Required?	Number of s allocated	cholarship pi	ogram seats	requested, s	eats approve	ed, and the n	umber of stud	ent awards
How is The Data Collected?	. The LDOE a	ssessments	and account	ability teams				
Frequency	Annually							
Calculation Methodology	Number of n student awa	ew scholars rds allocated	nip program s is used to pi	seats request rovide a cumu	ed, new seat ulative total	ts approved,	and the numb	er of new
<u>Data</u> Manipulations	N/A							
Indicator Limitations	Number of s	eats may be	reduced bas	ed on legisla	tive budget c	uts.		
<u>Legislative/</u> Mandates	N/A							

DISTRICT SUPPO	RT			PORTFOLIO			LAPAS COD	E 2570
							LAPAS KEY	к
578B4.2 Contact person	Kunjan Narec	hania					LAPAS TYP	E INPU
Who is responsible	•		Upadhyaya					
ur	EY) The Portfo derperforming ogram by havir	schools by off	ering quality o	of options for Lo	aciliate studen ouisiana's stud	t and family c lents through	hoice for those the non-public	in scholarship
Performance Indicator	Percenta			hip stud to Qua				arter 1
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A N/A N/A N/A N/A N/A						94.6%	94.8%
Rationale_	Number of s quarter of the	tudents who e school year	have accepter and final qu	ed scholarshi larter of the s	p awards enr ame school y	olled and are rear	e present at th	ne first
What Data is Required?	First quarter	and fourth q	uarter schola	arship student	enrollment o	ount		
How_is The Data Collected?	. By the LDO	E assessmen	t and accour	ntability teams	3			
Frequency	Quarterly							
Calculation Methodology	First and fou	irth quarter s	cholarship st	udent enrollm	nent count pr	ovided		
<u>Data</u> Manipulations	N/A							
Indicator	N/A							
Limitations								

EV 2017-22	2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION						ORM	22
DISTRICT SUPPOR							LAPAS CODE	10983
DISTRICT SUPPOR	1						LAPAS KEY	к
678B5.1.1							LAPAS TYPE	
Contact person. Who is responsible	John Dupre for data collection	on? Judy S	Stracener					
Ca	re, to conduct deral Guideling	150 sponsorr es.			of eligib	le Scho	the Child and once every 5 ye ol Food pliance y	and
			U	SDA gui	delines			
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
64	100	110	142	151	132	78	129	104
Rationale	Amount of o	oversight prov	vided by LDE	staff necessa	ary to ensure	accountabili	ty	
<u>What Data is</u> Required?	LDE staff lo	gs						
How is The Data Collected?	. Obtained di	rectly from L	DE staff logs					
Frequency	Continuous							
<u>Calculation</u> Methodology		of reviews c						
<u>Data</u> Manipulations	Various sul and specia	bgroups inclu I milk progra	iding school I ms	unch and bre	akfast progra	ams; summe	r food service	programs
Indicator Limitations	Accuracy o	of LDE staff re	ecording of d	ata				

Legislative/ 7 CFR 210 Mandates

Page 22 of 141

EV 2017-22	2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM							
							LAPAS COD	E 10985
ISTRICT SUPPOR	.1		10007				LAPAS KEY	к
678B5.1.2 Contact person Who is responsible	John Dupre	anî Lindo l	_ambert				LAPAS TYPI	e outpu
Ca Fe Performance	re, to conduct deral Guidelin	150 sponsor r es. of spon:		iews of	eligible	Child a	d the Child and once every 5 ye and Adu npliance	It Care
			U:	SDA gui	Idelines	FY 12-13	 FY 13-14	FY 14-15
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11 205	226	196	145	195
275	233	233	220				·	
Rationale	Amount of c	oversight prov	vided by LDE	staff necessa	ary to ensure	accountabili	ity	
What Data is Required?	LDE staff lo	gs						
How is The Data Collected?	. Obtain data	from LDE st	aff logs					
Frequency	Continuous							
Calculation Methodology	Summatior	n of reviews c	onducted by	DNA staff				
<u>Data</u> <u>Manipulations</u>	By various							
Indicator Limitations	Accuracy of	of LDE staff re	ecording of da	ata				

7 CFR 226

Indicator Limitations

<u>Legislative/</u> <u>Mandates</u>

FY 2017-22	2 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 2										
ISTRICT SUPPOR	RT		FOOD AND	NUTRITION S	ERVICES		LAPAS COD	)E 5651			
							LAPAS KEY	К			
Contact person	John Dupre						LAPAS TYP	E OUTPU			
Who is responsible		ion? Judy S	Stracener/Lind	a Lambert							
Ca	EY) The Food are, to conduct deral Guidelin	150 sponsor i	Servicess Acti reviews, such	vity, through Setting that all sponso	chool Food an rs will be revie	d Nutrition an ewed at least o	d the Child and once every 5 ye	l Adult Day ears, as per			
Performance Indicator	Numi	Number of nutrition assistance training sessions and workshops									
 FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
98	90	104	80	112	129	32	0	30			
Rationale_	Amount of t	raining provid	led by LDE s	taff to subgra	ntees/sponse	ors					
What Data is Required?	LDE staff lo	gs									
How is The Data Collected?	Obtained di	rectly from LE	DE staff logs								
Frequency	Continuous	S									
					المعادية الم						

<u>Calculation</u> Summation of training sessions and workshops conducted

Data Various groups Manipulations

Indicator Accuracy of LDE staff's recording of data

Legislative/ National School Lunch Act Mandates

FY 2017-22 D	OE STRA	TEGIC PLAN DATA DOCUMENTAT	ION FORM	25
DISTRICT SUPPORT		FOOD AND NUTRITION SERVICES	LAPAS CODE	5652
			LAPAS KEY	к
678B5.1.4 <u>Contact person</u> Jo	hn Dupre		LAPAS TYPE	OUTPUT
Who is responsible for	data collection?	Judy Stracener/Linda Lambert		

Objective (KEY) The Food and Nutrition Servicess 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 Number of nutrition assistance technical assistance visits

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
731	618	622	935	1334	2743	34	57	187
<u>Rationale</u>	Amount of c	on-site assista	ance provideo	d by LDE staf	f to subgrant	ees/sponsors	5	
What Data is Required?	LDE staff lo	gs						
How is The Data Collected?	Obtained di	rectly from LI	DE staff logs					
Frequency	Continuous							
<u>Calculation</u> <u>Methodology</u>	Summation	of assistance	e visits condu	ucted				
<u>Data</u> Manipulations	By each pro	ogram						
Indicator Limitations	Accuracy o	f LDE staff lo	gs					
Legislative/ Mandates	7 CFR 226	5						

FY 2017-2	2 DOE ST	RATEGI	C PLAN I	DATA DC	CUMEN'	TATION	FORM	26
DISTRICT SUPPO	RT		FOOD AND	NUTRITION S	ERVICES		LAPAS COD	E 11317
							LAPAS KEY	к
678B5.2.1 Contact person	John Dupre						LAPAS TYPE	E QUALIT
Who is responsible	•	on? Thoma	as Telhiard					
ai di	KEY) The Food pprove annual a etermined throu griculture,.	applications/ac	preements with	program spor	nsors, with an	error rate of le	ess than 8%, as	5
Performance Indicator	USD percenta		error rat utrition a					
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
0%	0%	0%	0%	0%	0%	0%	0%	0%
Rationale_	USDA Mana	gement Eval	luation (ME) (	of the progra	m operation (	audit)		
What Data is Required?	USDA repor	t on ME						
How is The Data Collected?	By USDA the	rough ME						
Frequency	Annually or a	is scheduled b	by USDA					
Calculation Methodology	USDA Repo	rt						
<u>Data</u> Manipulations								
Indicator								

Indicator Limitations

Legislative/ National School Lunch Act Mandates

FY 2017-22	DOF ST	RATEGIC	; PLAN C	OATA DO	CUMENT		-ORM	27
				NUTRITION SE			LAPAS COD	E 11324
DISTRICT SUPPOR	.1						LAPAS KEY	к
678B5.2.2 Contact person	John Dupre						LAPAS TYPE	E QUALITY
Who is responsible	for data collection	<u>n?</u> Thoma	s Telhiard					
an Fis	EY) The Food nual application scal Year Mana	is/agreement gement Evalu	ations perform	red by the Unit	ed States Dep	partment of Ag	priculture staff.	
Performance Indicator	USD percer	A deter ntage fo	mined a or Louis	iana Da activ	y Care I	Food ar	error rat	ion
FY 06-07		FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
0%	0%	0%	0%	0%	0%	0%	0%	0%
Rationale_	USDA Mana	gement Eval	uation (ME)	of program of	peration (aud	lit)		
What Data is Required?	USDA repor	t on ME						
How is The Data Collected?	. By USDA th	rough ME						
Frequency	Annually or a	s scheduled b	y USDA					
Calculation Methodology	USDA repor	t						
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								
<u>Legislative/</u> Mandates	7 CFR 226	i	4.5					

FY 2017-22	DOE ST	RATEGIO		DATA DO	CUMEN		FORM	28
				CARE LICENS			LAPAS COD	E 25910
							LAPAS KEY	к
678B6.1 Contact person	Jenna Conwa	у					LAPAS TYPI	e outpu
Who is responsible	for data collection	<u>on?</u> Sheila	Campbell					
	ing of children Iose licenses w	who are in lice ere renewed	ensed child ca during the repo	orting period h	aving a compl	eted annual ir		
Performance Indicator	Perce	ntage o reco	f comple eipt by t	aints co he LDE	of the of	d withir complai	n 30 days int	s of
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale	Ensure all co	omplaints rec	eived are tra	cked and inv	estigated in a	a timely man	ner	
What Data is Required?	Dates of req	uest for com	plaint and da	tes of comple	etion of visit			
How is The Data Collected?	Generated f	rom liscensir	ng database (	BLAS)				
Frequency	Monthly							
Calculation Methodology	Manually; ol	oserve dates	of requested	vists for con	plaints and (	comparing to	o date of visit o	completed.
<u>Data</u> <u>Manipulations</u>	Manually							
Indicator_ Limitations	Completing	part of proce	ess has to be	done manua	lly			
<u>Legislative/</u> Mandates	All complai	nts must be	investigated					

FY 2017-22	2 DOE ST	RATEGI	C PLAN [	DATA DO	CUMEN'	TATION	FORM	29
	_			CARE LICENS			LAPAS COD	E 25911
							LAPAS KEY	к
678B6.2 Contact person	Jenna Conwa	iv					LAPAS TYP	
Who is responsible		-	Campbell					
be wt	EY) The Child eing of children nose licenses w Percenta	who are in lice vere renewed IQE of al	ensed child ca during the repo nnual in	orting period h	aving a compl	leted annual ir	icensed	Child
L	Day Care	Facilit	les rene	renewa				
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Rationale</u>	Ensure all co learning cen		ited to protec	ct health, safe	ety and wellb	eing of childr	en in licensed	l early
What Data is Required?	Dates of ann	nual visit com	pleted and m	nonth of rene	wal			
How is The Data Collected?	. Generated f	rom licensing	) database (E	BLAS)				
Frequency	Monthly							
Calculation Methodology	Manually; ol	bserve month	ns of renewal	and dates of	completion			
<u>Data</u> <u>Manipulations</u>	Manually							
Indicator Limitations	Completing	part of proce	ess has to be	done manua	lly			

Legislative/\_\_\_\_\_Bulletin 137 requires centers be visited at least once per year.

FY 2017-22	DOF ST	RATEGIO		DATA DO	CUMEN		FORM	30
DISTRICT SUPPOR				CARE LICENS			LAPAS CODE	
							LAPAS KEY	к
678B6.3 Contact person	Jenna Conwa	v					LAPAS TYPE	OUTPU
Who is responsible		•	Campbell					
	ng of children ose licenses v	who are in lice vere renewed	during the rep	orting period h	aving a compl	eted annual ir		ity and well re Facilities
Performance Indicator	N	umber o	of on-sit	te visits	conduc	ted by	the LDE	
FY 06-07	 FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Rationale</u>	Ensure all co learning cen		sited to prote	ct health, safe	ety and wellb	eing of childi	ren in licensed	early
What Data is Required?	Number of c	centeres and	dates of visit	ts completed				
How_is The Data Collected?	Generated f	rom liscensir	ng database	(BLAS)				
Frequency	Monthly							
Calculation Methodology	Manually; o	bserve repor	t for date of o	completion of	visits			
<u>Data</u> Manipulations	Manually							
Indicator Limitations	Completing	parts of pro	cess has to t	e done manu	ally			
<u>Legislative/</u> Mandates	Bulletin 13	7 requires ce	enters visited	at least once	per year.			

FY 2017-22	DOE ST	RATEGIO		DATA DO	CUMENT		FORM	31
DISTRICT SUPPOR	т			GRANTS			LAPAS CODE	23288
							LAPAS KEY	К
678B7 Contact person	Sheila Guidry						LAPAS TYPE	OUTCOME
Who is responsible	for data collection	on? Kenya	D. Jenkins					
inc	rease in the n	imber of 21st	Century Comr	istration of the nunity Learning academic perfo	g Center prove	Learning Cen ders that earn	ter Program, to a letter grade o	have a 5% of A, B or C
Performance	Perc	entage	increas	e in the	numbe	r of 21s	t Centur	У
Indicator	Con	nmunity	/ Learni	na Cent	er prov	iders th	at earn a	â
	- COI	annunnty	ting of	Δ B or	C in ac	ademic	perform	ance
	penom							
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale	To measure	improvemer	it in after-sch	ool provider e	ffectiveess			
<u>What Data is</u> Required?	Number of 2 (baseline)	1st CCLC pr	oviders with	a rating of sat	tisfactory or h	nigher for cui	rent and previ	ous year
How is The Data Collected?	LDE staff de	etermine perf	ormance rati	ngs.				
Frequency	Annually							
Calculation Methodology	Baseline nu x 100 equal	mber of prov s percentage	iders - currer of increase	nt number of p	providers divi	ded by base	lline number o	f providers
<u>Data.</u> <u>Manipulations</u>	None							
Indicator Limitations	None							
Legislative/ Mandates	Title IV, Pa	irt B						

FY 2017-2	2 DOE STRA	TEGIC PLAN DATA DOCUME	NTATION FORM	32
	PRT	STATEWIDE MONITORING	LAPAS CODE	22135
			LAPAS KEY	к
678B8.1 Contact person	Angela Randall		LAPAS TYPE	OUTPUT
Who is responsib	le for data collection?	Angela Randall		

<u>Objective</u>

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

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	97.81%	99.9%	99.53%	99.7%	98.44%	99.09%	99.14%
Rationale	It is importa disabilities a	nt to maintair a free and ap	n strict timelir propriate pub	nes for comple lic edcation.	etion of evalu	ations to as	sure students	with
What Data is Required?	Evaluation t	imeline data	for students :	suspected of	having a disa	ability		
How is The Data Collected?	Specia Edu	cation Repor	t (SER)					
Frequency	Monthly repo	orts generated	by ITS. Data	compiled annu	ally.			
<u>Calculation</u> Methodology	Percent equicities the children where the children	uals the num ose evaluatio	ber of childre ons were com	n with parenta pleted within	al consent to 60 days.	evaluate div	ided by the n	umber of
<u>Data</u> Manipulations	ITS genera	tes monthly r	eports.					
Indicator Limitations								
Legislative/ Mandates	LA State F Special Ec	Performance	Plan - Indicat rams (OSEP	or 11 is a ma ')	ndatory repo	rting require	ment for US (	Office of

FY 2017-22	DOE STR	RATEGIO	PLAN C	DATA DO	CUMENT		FORM	33
							LAPAS CODE	22136
DISTRICT SUPPOR	I						LAPAS KEY	К
678B8.2 Contact person Who is responsible	Angela Randa for data collectio		Randali				LAPAS TYPE	
	teral supervision acompliance as	on system (ind s soon as pos	sible but in no	case later tha	n one year fro	m identificatio		
Performance Indicator C	omplain	ts. hea	rings, e	tc., iden	tified and the state of the sta	nd corr	nitoring, ected as year froi	soon
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	71.4	97.06%	N/A	97.1%	100%	N/A	100%
<u>Rationale</u>	This indicato Education Se		e as the man	datory reporti	ng requireme	ents for US (	Office of Speci	al
What Data is Required?	Number of II Number of c	orrections co	ompleted					
How is The Data Collected?	eite monitori	na		ter investigati epartment af			and procedures	s during on-
Frequency	Annually							
<u>Calculation</u> Methodology				tions divided			times 100	
<u>Data</u> <u>Manipulations</u>	Onsite mon Summary o	itoring citatio f Findings ar	ns are handl e maintained	ed by Program I on password	m Review sta d ptotected co	aff. omputer.		
<u>Indicator</u> Limitations	None							
Legislative/_ Mandates	Derference	nee Deport		r US Office of s indicator is			ams, LA Annu overnment.	Ial

FY 2017-22	2 DOE STRATE	EGIC PLAN DATA DOCUMENTATI	ION FORM	34
		TALENT- TEACHER CERTIFICATION	LAPAS CODE	8503
DISTRICT SUPPO	кі		LAPAS KEY	к
678B9.1 Contact person	Hannah Dietsch		LAPAS TYPE	OUTPUT

Who is responsible for data collection? Sara Strickland

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 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07 83.3%	98.6%	98.20%	100%	99.98%	99.90%	100%	99.9%	99.98%
Rationale_	The Divisior				sponsible for Board policie stricts to prep			
What Data is Required?	completed	by the staff.			e system by t			
How is The Data Collected?	1.12.1.1.4	at sectors of		to the system	ification Mana 1. This progra ests complete			in the date requests
Frequency	Annual indic	ator that is rep	orted cumulat	lively by quarte	er.			
<u>Calculation</u> Methodology					ts completed total number of requests co			umber of two totals
<u>Data</u> Manipulations	Data are a	ggregated at	the state leve	el.				
Indicator Limitations	appropriat substitutio then wait f "certificatio	e documenta n letter from or further doc on requests c a teacher's ti to a request f	tion (experient the dean of the cumentation log completed" m	nce vernication ne college/un before compli- eans staff co	teacher's fail on from the di iversity, etc.). eting a case. mpleted one onse to the te nt a response	This requir UNCLEAR of the follow	es that staff r TERMS: Th ing types of a ent a declinati	espond and e expression actions: a) on letter in

<u>Legislative/</u> <u>Mandates</u>

FY 2017-22	DOE ST	RATEGI	C PLAN I	DATA DO	CUMEN <sup>®</sup>	TATION	FORM	35
	RT		TALENT - TE	ACHER CERT	IFICATION		LAPAS COD	E 23282
							LAPAS KEY	к
678B9.2 Contact person	Hannah Diets	sch					LAPAS TYP	
Who is responsible			Strickland					
<u>Objective</u> .(K red	(EY) The Taler quests within t	nt Activity, thro he 45-day guid	ugh the Teach leline.	ner Certificatio	n Division, will	process 96%	of the certificat	ion
Performance Indicator t	Percen he expe	tage of rience a	teacher Is "Satis	certific sfactory surv	" on the	oplicant e teachd	s that re er certifi	eport cation
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	98%	89.1%	81.8%	96.5%	74%	97%	96%
Rationale	To ensure th can employ	nat educator l educators wit	icenses are i Ih the correct	ssued in an a t credentials.	accurate and	timely mann	er so that sch	ool districts
What Data is Required?	online Certif	age of educa ication Custo ssatisfied, Dis	mer Service	Survey as Ve	ery Satisfied,	with the cert Satisfied, Ne	fication proce either	ss on the
How is The Data. Collected?	Via an onlin link to the st	e Certificatior urvey is provi	n Customer S ded in a lette	Service Surve r to all educa	y available a tors that mail	t www.teach ed a certifica	louisiana.net/s ate.	survey. The
Frequency	Quarterly							
Calculation Methodology	Percentage Satisfied or	s are calculat Very Satisfie	ed based on d compared t	the number to the total nu	of survey res umber of surv	ponses rank ey response	ing experience s.	e as
<u>Data</u> Manipulations	None							
				for all and a for all		ara mailad a	aartificata TI	e impact of

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.

<u>Legislative/</u> Mandat<u>es</u>

None

FY 2017-2	2 DOE STRA	TEGIC PLAN DATA DOCUMENTATI	ON FORM	36
DISTRICT SUPPO	IRT	TALENT - TEACHER CERTIFICATION	LAPAS CODE	23283
District corre			LAPAS KEY	к
678B9.3 Contact person	Hannah Dietsch		LAPAS TYPE	EFFICIENCY
Who is responsib	le for data collection?	Sarah Strickland		

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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	5.76	4.91	6.94	6.2	7.8	3.18
Rationale	To ensure t	hat a priority i	is placed on t	he timely issu	ance of Star	ndard teachir	ng certificates	5
What Data is Required?	The followin Approved D	ig fields are u ate, Days, Po	ised from the ersonalID, Fir	Teacher Cer stName, Mid	tification data dleName, La	abase: Case stName, SN	ID, Open Da N.	te,
How is The Data Collected?	All a state and	d time that re	nueste are el	eacher Certil ntered into the is sorted by	e svstem. I n	is program u		noel of days
Frequency	Quarterly							
<u>Calculation</u> Methodology	The average	program pro le number of ertificates iss	days is calcu	nber of days t lated by divid	aken to issue ing the total r	e each stand number of da	ard teaching ays by the tota	certificate. al number of
<u>Data</u> Manipulations	None							
Indicator Limitations	appropriate substitution	e documentat	ion (experien he dean of th	acted by the t ice verification e college/univ efore comple	r from the dis versity, etc.).	Strict, Official	ti anscripts, ii	
Legislative/ Mandates	None							

FY 2017-22	DOE ST	RATEGI	C PLAN I	DATA DO	CUMEN	TATION	FORM	37
	RT			TALENT			LAPAS COD	E 25710
							LAPAS KEY	к
678B10.1 Contact person	Rebecca Koo	:kler					LAPAS TYP	E OUTPUT
Who is responsible	for data collecti	<u>on?</u> Kristin	a Bradford					
sta	EY) The Talen atewide that an plementation.	t Activity, throu e satisfied with	igh Teacher E the suspport	valuation, will received from	have 75% of t the LDOE on	he Local Educ teacher and le	cation Agencies eader evaluatio	s (LEAs) n
Performance Indicator							ompass f unselors	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Rationale</u>	Completion Compass In	is required by formation Sy	/ both statute stem (CIS).	and BESE p	olicy. Compl	ete evaluatio	ns are collect	ed in the
What Data is Required?	Evaluation c	ompletion rai	es					
How is The Data Collected?	Export from	Compass Inf	formation Sys	stem (CIS)				
Frequency	Annually							
<u>Calculation</u> Methodology	Percent of to System (CIS		counselors w	vith complete	evaluations :	submitted via	a Compass Inf	formation
<u>Data</u> <u>Manipulations</u>	Numerator: Denominato	complete tea or: teachers a	cher and cound cound counselor	unselor evalu rs on employe	ations submi ee rosters	tted;		
Indicator Limitations	If a teacher denominato for the empt	r. However, r	is not submi ionsubmissio	tted on the ro on of final eva	sters then he luations wou	e or she may Ild result in c	not be captur ertification rer	red in the newal issues
Legislative/ Mandates	Ali LEAs ar	e required to	submit teacl	ner and coun	selor evaluat	ions annually	/	

FY 2017-22	DOF ST	RATEGIO	: PLAN E	OATA DO	CUMENT		-ORM	38
				TALENT			LAPAS CODI	E 25711
DISTRICT SUPPOR	1						LAPAS KEY	к
678B10.2 Contact person Who is responsible	Rebecca Koc for data collection		a Bradford				LAPAS TYPE	
sta	tewide that are plementation.	e satisfied with	i the suspport	IBCBIVED HOM			ation Agencies ader evaluation	
Performance Indicator	Perce	entage o e	of LEAs valuatio	that course on proce	mplete f ess for l	the Con eaders	npass fir	nal 
FY 06-07	 FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale_	Completion Compass In	is required by formation Sy	y both statute stem (CIS).	e and BESE p	olicy. Compl	ete evaluatio	ns are collect	ed in the
What Data is Required?	Evaluation of	completion ra	ites					
How is The Data Collected?	. Export from	Compass In	formation Sy	stem (CIS)				
Frequency	Annually							
Calculation Methodology	Percent of	leaders with (	complete eva	luations subr	nitted via Co	mpass Inforr	nation Systen	ו (CIS)
<u>Data</u> Manipulations	Denominat	or: leaders o	n employee r					
Indicator Limitations	If a leader However, r employee.	is not submit 10nsubmissio	ted on the ros on of final eva	sters then he aluations wou	or she may i Id result in ce	not be captur ertification re	red in the den newal issues	ominator. for the
<u>Legislative/</u> Mandates	All LEAs a	are required t	o submit tead	cher and lead	er evaluatior	is annually		

-Y 2017-22					CUMENT	ATION F	ORM	39
		AILOIO		TALENT			LAPAS CODE	25712
ISTRICT SUPPOET	Г						LAPAS KEY	к
678B10.3 Contact person Who is responsible	Rebecca Kock	<u>n?</u> Kristina	Bradford				LAPAS TYPE	
sta	tewide that are		FAs tha		iccess t	o a rea	ation Agencies ader evaluation I-time te m	
		FY 08-09	FY 09-10	 FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07 N/A	FY 07-08 N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale_	LEAs are re	quired to sub	mit teacher a	and leader ev	aluations ead	h year		
What Data is Required?	LEA roster v	vithin Compa	ass Information	on System (C	IS)			
How is The Data Collected?	Export from	Compass In	formation Sy	/stem (CIS)				
Frequency	Annually							
Calculation Methodology				ipass Informa				
<u>Data</u> <u>Manipulations</u>	LEAs with	access to CI	S; Denomina	itor: LEAs in t	he sponsor s	ite system		
Indicator Limitations	N/A				ik annon mit	et he nrovidi	ed to Cis	
Legislative/ Mandates	All LEAs a	are required f	to submit in c	order to subm	it access mu	ar ne hronoù		

FY 2017-22	2 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM							
ISTRICT SUPPOR					E 23265			
							LAPAS KEY	к
678B11.1	Ken Bradford						LAPAS TYPI	E OUTCOM
Contact person Who is responsible			rench					
<u>Objective</u> (KE IBC	EY) The Stude C trainings suc	nt Opportuniti th that 5.7% of	es Activity, thr f students will	ough the Care be awarded a	er and Technic national or sta	cal Education te IBC.	Initiative will co	ordinat <del>e</del>
Performance Indicator	Num	ber of s	students	s award	ed a nat	tional o	r state II	3C
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	3,972	6,128	8,853	11,626	15,202	14,473	N/A
<u>Rationale</u>		o earn IBCs yability skills.		ocumentation	that substan	tiates maste	ry of job speci	ific, entry
What Data is Required?	District level i.e., the num	, self-reporte	d information	that provide First Respon	s the number der Certificat	r of students ion, etc.	receiving IBC	s by type,
How is The Data Collected?	Through the districts.	Career and	Technical Ec	lucation Data	System (CA	TE). Note:	Data is self-re	ported by
Frequency	Annually							
Calculation Methodology	Web-based	data collecti	on program					
<u>Data</u> Manipulations	Data are ag	gregated at t	the state leve	l.				
Indicator								

Limitations

<u>Legislative/</u> Mandates

Y 2017-22	DOE ST	RATEGIO		DATA DO	CUMEN	<b>FATION</b>	FORM	41
								E 2450
ISTRICT SUPPOF			•••••				LAPAS KEY	к
578B11.2 Contact person Who is responsible	Ken Bradford		rench				LAPAS TYP	E INPU
lB Per <u>formance</u>	EY) The Stude C trainings suc	that 5.7% of	students will I	De awarded a l			Initiative will co or state	
	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07 N/A	N/A	N/A	N/A	5%	6.1%	7.9%	7%	N/A
Rationale_								
What Data is Required?	Number of s	students awa	rded IBC / nu	imber of stud	ents			
How is The Data Collected?	. Number cor	nes from CA	TE					
Frequency	Annually							
Calculation Methodology								
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								

<u>Legislative/.</u> Mandates

FY 2017-2	2 DOE STRATEG	GIC PLAN DATA DOCUMENTA	TION FORM	42
		STUDENT OPPORTUNITIES	LAPAS CODE	25713
DISTRICT SUPPO			LAPAS KEY	к
678B11.3 Contact person	Ken Bradford		LAPAS TYPE	INPUT

Who is responsible for data collection? Lisa French

Objective (KEY) The Student Opportunities Activity, through the Career and Technical Education Initiative will coordinate IBC trainings such that 5.7% of students will be awarded a national or state IBC.

# Number of IBC training opportunities

FY 06-07 N/A	FY 07-08 N/A	FY 08-09 N/A	<b>FY 09-10</b> N/A	<b>FY 10-11</b> N/A	<b>FY 11-12</b> N/A	<b>FY 12-13</b> N/A	<b>FY 13-14</b> 9	<b>FY 14-15</b> 38
Rationale_								
<u>What Data is</u> <u>Required?</u>								
How is The Data Collected?								
Frequency								
Calculation Methodology								
<u>Data</u> <u>Manipulations</u>	Data are ag	ggregated at	the state leve	ł.				
Indicator Limitations								
Legislative/								

<u>Legislative/</u> Mandates

Performance Indicator

#### FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 43 23273 LAPAS CODE DISTRICT SUPPORT NETWORKS DISTRICT SUPPORT LAPAS KEY κ 678B12.1.1 OUTCOME LAPAS TYPE Kim Nesmith Contact person **Bethany Robicheaux**

Who is responsible for data collection?

(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 **Objective** dropout rate by 1% annually.

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
N/A	N/A	.7%	.8%	3.7%	N/A	1.2%	1.1%	N/A	
Rationale	Key goal of	High School	Redesign Ca	mmision to a	ddress the lo	w graduatior	n rate		
What Data is Required?				hort Graduati					
How is The Data Collected?	High school collected ec	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 - Yea	ar End							
<u>Calculation</u> Methodology	cohort grad	duation rate o luation rate o graduated 4 y	f previous ye	r minus coho ar. (Cohort g	rt graduation raduation rat	rate of previ e = % of stue	ous year divid dents who en	ded by tered 9th	
<u>Data</u> Manipulations									
Indicator Limitations									

Legislative/ Mandates

FY 2017-22	DOE ST	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	44
DISTRICT SUPPOR	RT		DISTRICT		TWORKS		LAPAS COD	E 23274
_							LAPAS KEY	к
578B12.1.2	Kim Nesmith						LAPAS TYPI	
Who is responsible		ion? Betha	ny Robicheau	x				
the	e LA 4-Year Co opout rate by 1	ohort Graduali 1% annually.	on Rate increa	ase by 2% ann	ually which wi	I decrease un	grams and train annual high s	ning to have chool
Performance Indicator		High sc	hool 4-	Year Co	nort Gra	aquatio	n Kale	
 FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	66.6	67.4	69.4	N/A	73.5	74.6	N/A
<u>Rationale</u>	Key goal of	High School	Redesign Co	mmission to i	increase low	graduation r	ate.	
What Data is Required?	High Schoo	I 4-year Coho	ort Graduatio	n Rate				
How is The Data Collected?	High school collected/ec Report".	is enter data i lited by Data	into Student Managemen	Info. System ( t staff to prod	(SIS) and Stu uce the "Ann	udent Transc ual LA State	ript System (S Education Pr	STS). Data ogress
Frequency	Annual - Yea	ır End						
<u>Calculation</u> Methodology	Percentage	of students v	who entered	the 9th grade	and graduat	ed 4 years la	iter.	
<u>Data</u> Manipulations								
Indicator_ Limitations								
Legislative/								

Mandates

1

EV 2017-22	DOF ST	RATEGI		DATA DO	CUMEN		FORM	45
	DOE STRATEGIC PLAN DATA DOCUMENTATION							E 23275
DISTRICT SUPPOR	1		0.011.101				LAPAS KEY	к
678B12.1.3 Contact person Who is responsible	Kim Nesmith for data collection	on? Kim N	esmith				LAPAS TYP	E INPUT
the	EY) The Distric LA 4-Year Co pout rate by 1	phort Graduati	works Activity on Rate increa	will provide the ase by 2% ann	e direct and ap ually which wil	propriate prog I decrease the	grams and trair e annual high s	ing to have chool
Performance Indicator			High s	school c	Iropout	rate		
FY 06-07	 FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	4.7	4.1	N/A	4.7%	4.5%	N/A
Raționale_		High School	Redesign Co	mmission to	reduce high (	dropout rate.		
What Data is Required?	•	I Dropout Ra						
How is The Data Collected?	High school Manageme	ls enter data nt staff to pro	into Student duce the "Di	Information S strict and Stat	iystem (SIS). te Dropout ni	Data collec umbers and	ted/edited by Percentage R	Data leport".
Frequency	Annual - Yea	ar End						
<u>Calculation</u> Methodology	Aggregated	l dropout nur	nbers and pe	rcents for gra	ades 9 - 12			
<u>Data</u> Manipulations								
Indicator Limitations								
Legislative/								

FY 2017-22		RATEGIO	PLAN D	OATA DO	CUMENT		ORM	46
DISTRICT SUPPORT				UPPORT NET			LAPAS CODE	23270
DISTRICT SUPPORT	I Contraction of the second seco						LAPAS KEY	к
678B12.1.4 Contact person Who is responsible	Kim Nesmith for data collectio	on? Bethar	ny Robicheaux	:			LAPAS TYPE	
the dro	LA 4-Year Co pout rate by 1	hort Graduation % annually.	on Rate increa	15e Uy 276 anno	Juliy Winor W.		annual high so	
Performance Indicator	De	crease	in the a				oout rate	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	1.6	.5	N/A	N/A	.2	N/A
Rationale What Data is Required?		High School dropout rate		mmission to I	reduce high (	dropout rate.		
How is The Data	High school Managemer	s enter data nt staff to pro	into Student duce the "Dis	Information S strict and Stat	ystem (SIS). te Dropout N	Data collec umbers and	ted/edited by Percentage R	Data eport".
Frequency	Annual - Yea	ir End						
Calculation Methodology	Aggregated	l dropout nun	nbers and pe	rcents for gra	ades 9 - 12			
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								

<u>Leoislative/</u> <u>Mandates</u>

FY 2017-22 DOE STR	RATEGIC PLAN DATA DOCUMENTAT	ION FORM	47
	DISTRICT SUPPORT NETWORKS	LAPAS CODE	23276
DISTRICT SUPPORT		LAPAS KEY	к
678B12.2.1		LAPAS TYPE	OUTCOME

#### 678B12.2.1

Kim Nesmith Contact person

**Bethany Robicheaux** Who is responsible for data collection?

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

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

		· · · · · · · · · · · · · · · · · · ·		-				
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	.9	N/A	N/A	-20.1	-6.2	N/A
Rationale	Key goal of	High School	Redesign Co	mmission to	increase rea	diness for po	ost secondary	education.
What Data is Required?	Math			s with ACT So				
How is The Data Collected?	. Raw data fr	rom the ACT	High School	Profile Repor	t is filtered us	sing the refe	renced criteria	а.
Frequency	Annual - Yea	ar End						
Calculation Methodology	Current yea	ar % minus p	revious year	%				
<u>Data</u> Manipulations								
Indicator Limitations								

Legislative/ Mandates

FY 2017-22 DOE STRAT	EGIC PLAN DATA DOCUMENTAT	ION FORM	48
DISTRICT SUPPORT	DISTRICT SUPPORT NETWORKS	LAPAS CODE	23277
		LAPAS KEY	к
678B12.2.2 Contact person Kim Nesmith		LAPAS TYPE	INPUT

Who is responsible for data collection?

ction? Bethany Robicheaux

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

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14 32.5	FY 14-15 N/A
N/A	N/A	N/A	40.8%	40.0%	N/A	34.6	32.5	IN(75
<u>Rationale</u>	Key goal of	High School	Redesign Co	mmission to	increase rea	diness for po	ist secondary	education.
What Data is Required?	Percent Inc Math	rease of Grad	duating Class	s with ACT So	ore of 18 or	higher in Eng	glish and 19 c	r higher in
How_is The Data Collected?	. Raw data fr	rom the ACT	High School	Profile Repor	t is filtered us	sing the refer	enced criteria	э.
Frequency	Annual - Yea	ar End						
Calculation Methodology	Current yea	ar % minus pi	evious year (	% divided by (	previous yea	r %		
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								
Logiclativol								

Legislative/ Mandates

FY 2017-22	DOE ST	RATEGIO		DATA DO	CUMEN	TATION	FORM	49
				UPPORT NET			LAPAS COD	E 5762
DISTRICT SOFT OF							LAPAS KEY	к
678B13.1.1 Contact person	Kim Nesmith						LAPAS TYPE	
Who is responsible	for data collecti	i <u>on?</u> Bethai	ny Robicheau>	د 				
3rd As	d grade studer sessment.	nts are perform	ling at basic of	r above in Engi	lish Languaye	AIG (ELA) O	ure that 50% or the Statewide	
Performance Indicator	ercent	of partic	ipating le	studen vel in 3r	ts readi d grade	ng on c e	or above	grade
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
60.8%	54.5%	55%	58%	N/A	69%	72%	58%	62.4%
Rationale_	the percenta	l show the pe age will indica d Math Initiati	ate improvem	participating s ent in reading	tudents read g achieveme	ling on and a nt to evaluate	bove level. G the impact o	frowth in If the K-3
What Data is Required?				nts reading o				
How is The Data Collected?	Statewide a	issessment o	f 2nd and 3rd	l graders requ	uired by law a	at the beginn	ing of each so	chool year
Frequency	Annually							
Calculation Methodology	Districts rep to percenta	port the numb ges. Informa	er of student tion is collec	is reading bel ted at the sch	ow, on, and a looi level.	above grade	level. Data a	re converted
<u>Data</u> Manipulations								
Indicator Limitations								
<u>Legislative/</u> Mandates	Act 450 of	the 1997 Leg	gislative Sess	sion				

FY 2017-22	2 DOE ST	RATEGI	C PLAN I	DATA DO	CUMEN	TATION	FORM	50
DISTRICT SUPPO	रा		DISTRICT		WORKS		LAPAS COD	DE 24503
							LAPAS KEY	′ К
678B13.1.2 Contact person	Kim Nesmith						LAPAS TYP	
Who is responsible	a for data collection	on? Betha	ny Robicheau:	x				
3r	EY) The Distric d grade studen ssessment.	t Support Net ts are perform	works will prov ing at basic o	vide support to r above in Eng	local school d lish Language	istricts to ens Arts (ELA) or	ure that 50% o n the Statewide	r more of
Performance Indicator	Pere	cent of	student	s enteri	ng the 4	Ith grac	le on tin	ne
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	80.6%	85.6%	83.3%	85.7%
Rationale_								
What Data is Required?	Third grade	LEAP ELA te	est results at	the LEA level	I			
How_is The Data Collected?	. The testing	vendor, DRC	, will supply r	reports used f	or calculation	n		
Frequency	Annually							
Calculation Methodology	Number of s	tudents perf	orming basic	and above b	y number of t	est takers		
<u>Data</u> Manipulations								
Indicator Limitations								
Legislative/								

<u>Legislative/</u> Mandates

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENTAT		51
DISTRICT SUPPORT	DISTRICT SUPPORT NETWORKS	LAPAS CODE	24504
		LAPAS KEY	к
678B13.2 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 assistance to the LEAs to reach the goal of 62% or more of 8th grade students performing at abasic or above in ELA on the Statewide Assessment.

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	67%	69%	66%	N/A
Rationale								
What Data is Required?	8th grade L	EAP test rest	ults at the LE	A level				
How is The Data Collected?	. Testing ven	ndor, DRC. wi	ill supply repo	orts used for o	alculation.			
Frequency	Annually							
Calculation Methodology	Number of	students perf	forming basic	or above div	ided by the n	umber of tes	sts taken	
<u>Data</u> Manipulations								
Indicator Limitations								
<u>Legislative/</u> Mandates								

FY 2017-22	DOE ST	RATEGIC	PLAN [	DATA DO	CUMEN <sup>-</sup>		FORM	52
DISTRICT SUPPOR	T		DISTRICT S	UPPORT NET	WORKS		LAPAS CODE	23262
							LAPAS KEY	к
678B13.3 Contact person	Kim Nesmith						LAPAS TYPE	OUTCOME
Who is responsible	for data collection	on? Bethan	y Robicheaux					
go	EY) The Distric al of 66% or m sessment.	t Support Networe of 8th grade	orks Activity e students pe	will provide su rforming at ab	pport to Local asic or above	Education Ag in mathemation	encies (LEAs) to cs on the Statew	reach the ide
Performance Indicator	ercent or a	of all 8th bove gr	n grade ade lev	studen el in ma	ts in the athemat	e State <sub>I</sub> ics on t	performii he LEAP	ng on
		Ť		Assess				
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	60.2%	65.7%	N/A	73%	66%	64%	55.1
What Data is	level mathem is to improve measure pro mathematics	natics skills al students' acl ogress toward s and report th	t the 8th grad hievement ir this goal, th he number p	de, the goal o mathematic e grant requi erforming on	of the Ensurings in participatives participatives garticipatives grade level.	ig Numeracy ting ENFA so ing schools f	ime, and have for All (ENFA) chools. In an ef to assess all str at received Ens	fort to udents in
Required?	Numeracy fo	or All funding f	for the fiscal	year being r	eported.			
How is The Data Collected?	Information districts and	will be compile schools and t	ed from the uploaded to	Ensuring Nui the ENFA BI	neracy for Al ackboard Dro	l End-of-Yea opbox.	r reports subm	itted by
Frequency	Annually							
<u>Calculation</u> Methodology	on an Excel assessed in	coroadcheet	The number and the total	ers are totale al performing	d to derive a	state total nu	ng at grade leve umber of stude centage perform	1115
<u>Data</u> Manipulations	Because sc times during information.	g the year, rep	have a singl oorts will hav	e statewide a e to be mani	ssessment fo pulated to en	or grades Pr sure that we	eK-5 to be use are reporting t	d four he same
Indicator Limitations	The indicate	or is limited to	the schools	funded throu	igh Ensuring	Numeracy fe	or All in grades	K-5.
Legislative/ Mandates	Mathemation but is a req SBESE.	cs assessmer juirement of th	nt in Ensurin ne numeracy	g Numeracy / grant with fu	for All school Inding provid	s is not requ ed by the Le	ired by law or r gislature and a	nandate pproved by

FY 2017-22		RATEGIO		OATA DO	CUMENT		ORM	53
				UPPORT NET			LAPAS COD	E 23285
DISTRICT SUPPORT	I		Diotraiorio				LAPAS KEY	к
678B14.1 Contact person Who is responsible	Rebecca Kocl		Honore				LAPAS TYPE	
	ools impleme oolwide value	added score	of 2 or above	will provide pro nent Program s on the school v	alue score.			
Performance Indicator A	dyance	mont Pr	ogram	ools imj achievir above o	ng a sch	JOOIWIG	e value alue sco	re
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	86.11%	79.6%	70.9%	83%	98%	98%
	teachers in a change with that will incr	all classroom in our school ease student	s; improving s; and empo achievemen		l leadership t	eams to mail	ke data-driver	n decisions
<u>What Data is</u> Required?	Sddrdd,rmy		sting data of	otained for LD				
How is The Data Collected?	provided to These files		le Program o aded to SAS	or each TAP consultant whi 6/EVAAS. SA				
Frequency	Annually							
<u>Calculation</u> Methodology	The calcula number of	ation includes TAP schools	the percenta with value a	age of school dded scores.	s implementi	ng TAP with	a gain of 3 di	vided by the
<u>Data</u> Manipulations		ggregated to						
<u>Indicator</u> Limitations	The finalize Typically th	ed accountat his dta is not	illity test data available unt	being aailabl il fall of the ne	e during the ext school/fise	current scho cal year.	N/TISCAI YEAR IS	
<u>Legislative/</u> Mandates	None							

FY 2017-22		RATEGIO	: PLAN D	ATA DO	CUMENT		ORM	54
				UPPORT NET			LAPAS COD	E 23286
STRICT SUPPOR	ſ		DISTRICT				LAPAS KEY	к
<b>578B14.2</b> <u>Contact person</u> Who is responsible	Rebecca Koc for data collecti		Honore				LAPAS TYPE	E INPU
·	ools impleme oolwide value	ct Support Networking the Teac added score	of 2 or above of	on the school v	value score.			
Performance Indicator	Teach	entage o er Advai AP know	ncemen	t Progra	am scor	ing 2.5	or abov	e on C
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	97.94%	97.68%	94.74%	96%	95%	96%
Rationale What Data is	classrooms our schools increase stu Announced	ces student a ; improving th ; and empow udent achieve I and unannou	le leadersnip ering school l ment. Inced teache	leadership te	ams to make	data-driven	decisions tha	t will
Required? How is The Data Collected?	Each teach entered in t	structional rub ner at a TAP s the Comprehe s combine wit I of money in	chool is evaluensive Online	bility score" t	o make up pa	art of his/her	bservations a res from a tea opportunity to	re then Icher's I pull from
Frequency	Annually							
Calculation Methodology	by a respo with a score	ation includes insibility RUBI re of 2.5 or at	NC. The RU hove divided l	by the total n	umber of tead	chers with a	score.	
<u>Data</u> Manipulations	TAP certificon conservation	ied evaluators on scores are	observe bas configured by	sed on the TA y the compre	AP instruction hensive onlin	al RUBIC .	The weighed system (COD	value of th )E).
Indicator Limitations	None							
<u>Legislative/</u> Mandates	None							

FY 2017-22	2 DOE STRATEG	IC PLAN DATA DOCUMENTAT	ION FORM	55
DISTRICT SUPPO	RT	DISTRICT SUPPORT NETWORKS	LAPAS CODE	25128
			LAPAS KEY	к
678B15.1 Contact person	Bethany Robicheaux		LAPAS TYPE	INPUT

Who is responsible for data collection? Kristina Bradford

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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	118	120	N/A
Rationale	Low-perform	ming and AUS	6 schools req	uire additiona	al STO suppo	irt.		
What Data is Required?	School perf	formance sco	res and netw	ork activities				
How is The Data Collected?	. Calculation	of school per	formance sc	ores				
Frequency	Annually							
<u>Calculation</u> Methodology	Number of from netwo	schools with sork teams	school perfor	mance score	s resulting in	a letter grad	le of F receivi	ng support
<u>Data</u> Manipulations	Calculation	of score						
Indicator Limitations	N/A							
Legislative/ Mandates	Requirem	ent to support	t priority scho	ols (F school	s)			

FY 2017-22	DOE ST	RATEGI		DATA DO	CUMEN'	TATION	FORM	56
DISTRICT SUPPOR				SUPPORT NET			LAPAS COD LAPAS KEY	
678B15.2 Contact person Who is responsible	Bethany Robi		a Bradford				LAPAS TYP	
<u>Objective</u> (K su	EY) The Distric ch that 15% of	t Support Net	works Activity	will assign Dis annually be re	tinguished Edu moved from th	ucators (DEs) ne AUS list.	to low-perform	ing schools
Performance Indicator	Perce receiv	entage ( ed STO	of low-p suppo	erformi rt that ir score k	ncrease	AUS so d their a	hools th annual S	nat SPS
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	21	5	N/A
<u>Rationale</u>	Low-perform	ning schools i	receiving sup	port should b	e improving	each year		
What Data is Required?	School perfo	ormance scol	res for currer	nt and prior ye	ear			
How is The Data Collected?	. Calculation	of school per	formance sc	ore				
Frequency	Annually							
<u>Calculation</u> Methodology	Comparisor	of current to	o prior year se	chool perform	ance score			
<u>Data</u> Manipulations	Comparisor	to prior year	r					
Indicator_ Limitations	N/A							
Legislative/ Mandates	Improveme	ent of priority	schools					

FY 2017-22	DOE ST	RATEGI		DATA DO	CUMEN	TATION	FORM	57
DISTRICT SUPPOR	RT		DISTRICT S		WORKS		LAPAS COD	E 25130
							LAPAS KEY	к
678B15.3 Contact person	Bethany Rob	icheaux					LAPAS TYP	E OUTPUT
Who is responsible	-		a Bradford					
<u>Objective</u> (K su	EY) The Distric ch that 15% of	ct Support Net low-performir	works Activity og schools will	will assign Dis annually be re	tinguished Edu moved from th	ucators (DEs) ne AUS list.	to low-perform	ing schools
Performance Indicator	Perc impr	entage ove to l	of low-p be remo	oerformi	ng scho m the lis	ools tha st of AL	it annua IS schoo	lly ols
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	48	23	N/A
<u>Rationale</u>	Low-perform the list of AU		should be im	proving in su	ch a way that	they are eve	entually remov	ved from
What Data is Required?	Current and	prior year so	hool perform	ance scores				
How is The Data. Collected?	Comparisor	of current a	nd prior year	school perfor	mance score	es and result	ing letter grad	es
Frequency	Annually							
Calculation Methodology		n of prior year ire no longer	r schools with	n F letter grad	les to list of c	urrent year i	n order to det	ermine
<u>Data.</u> Manipulations	Comparisor	٦						
Indicator Limitations	N/A							
<u>Legislative/</u> Mandates	Support ar	nd improveme	ent of priority	schools				

	TALENT - TEACHER CERTIFICATION	LAPAS CODE	25131
AUXILIARY PROGRAMS		LAPAS KEY	к
678C1.1		LAPAS TYPE	OUTPUT
Contact person Hannah Dietsch			
Who is responsible for data collection?	Sara Strickland		

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

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

FY 06-07	FY 07-08	 FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
83.3%	98.6%	98.20%	100%	99.98%	99.90%	100%	99.9%	99.98%		
Rationale	The Division compliance processed i	n of Certificat with federal n a timely ma	mandates, st anner in orde	r to enable di	ponsible for p Board policie stricts to prep	are accurate	Annual Sch	ool Reports.		
What Data is Required?	A report of completed	the number o by the staff.	f requests er	ntered into the	e system by tl	ne staff and t	the number o	f requests		
How is The Data Collected?		program has been written into the Teacher Certification Management System that logs in the date nd time that requests are entered into the system. This program counts the number of requests ompleted within 45 days and the number of requests completed after 45 days.								
Frequency				lively by quarte						
<u>Calculation</u> Methodology					ts completed total number of requests co			umber of two totals		
<u>Data</u> Manipulations	Data are a	ggregated at	the state leve	el.						
Indicator Limitations	appropriat substitutio then wait f "certificatio	e documenta n letter from for further doc on requests c a teacher's t to a request	tion (experient the dean of the cumentation completed" m	nce verification he colege/uni before compliseens staff co	teacher's fail on from the di versity, etc.). eting a case. mpleted one onse to the te nt a response	This require UNCLEAR of the follow	es that staff ro TERMS: The ing types of a ent a declination	espond and expression actions: a) on letter in		

Legislative/ Mandates

59

			00400
	TALENT - TEACHER CERTIFICATION	LAPAS CODE	25132
AUXILIARY PROGRAMS	ALENT & LENGTLEN CLASS	LAPAS KEY	к
678C1.2		LAPAS TYPE	INPUT
Contact person Hannah Dietsch			
Who is responsible for data collection?	Sara Strickland		

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 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FT 10-11	-		97%	96%
N/A	N/A	98%	89.1%	81.8%	86.5%	74%		•
Rationale_	can employ	educators w	hith the correct	issued in an a t credentials.				
<u>What Data is</u> <u>Required?</u>	online Certi Satisfied/D	ification Cust issatisfied, D	issatisfied, or	k their overal Survey as V Very Dissati	sfied.			
How is The Data Collected?	. Via an onlii link to the s	ne Certificatio survey is prov	on Customer vided in a lette	Service Surve er to all educa	ey available a ators that ma	at www.teach iled a certific	llouisiana.nel ate.	/survey. The
Frequency	Quarterly							
<u>Calculation</u> Methodology	Percentag Satisfied o	es are calcul r Very Satisfi	ated based of ied compared	n the number I to the total n	of survey resounder of sur	sponses ran	king experien es.	ice as
<u>Data</u> Manipulations	None							The impact
<u>Indicator</u> Limitations	of contifics	ation services	asures the sate and technicates and technicates and technicates and technicates and technicates and the sate of th	tisfaction of e al support ser is indicator.	ducators who vices provide	o are mailed ed via telepho	a certificate. one, email, co	ne impact onferences,
<u>Legislative/</u> Mandates	None							

		TALENT - TEACHER CERTIFICATION	LAPAS CODE	25133
AUXILIARY PROG	RAMS	TALENT - TEACHER GERTING	LAPAS KEY	к
678C1.3	Hannah Dietsch		LAPAS TYPE	OUTCOME
Who is responsib	e for data collection?	Sara Strickland		

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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	5.76	4.91	6.94	6.2	7.8	3.18
Rationale	To ensure t	hat a priority	is placed on I	the timely issu	uance of star	idard teachir	ng certificates	
What Data is Required?	Approved D	Date, Days, P	used from the ersonalID, Fi	rstName, Mid	loleiname, La	Suvanc, or		
How is The Data Collected?			tten into the ⊺ equests are e each request					
Frequency	quartly							
Calculation Methodology	The average	program pro ge number of ertificates iss	ovides the nur days is calcu sued.	mber of days Ilated by divic	taken to issu Jing the total	e each stand number of d	lard teaching ays by the tot	certificate. al number of
<u>Data</u> <u>Manipulations</u>	None							
Indicator Limitations	appropriat	e documenta n letter from	legatively imp Ition (experier the dean of th cumentation l	nce verification ne college/uni	iversity, etc.).	This require		
Legislative/ Mandates	None							

FY 2017-22	2 DOE ST	RATEGI		DATA DO	CUMEN		FORM	61
SCHOOL AND DIS				PROGRAS -			LAPAS COD	E 15820
SUPPORTS							LAPAS KEY	к
681A1.1 Contact person	Baghian						LAPAS TYP	E OUTPU
Who is responsible	e for data collecti	ion? Jenni	fer Baird					
St pr st	EY) The Feder andards Title I oficient level in udents in the T athematics.	funding, to inc English/langu itle I schools a	crease the percenter of	or mathematics the proficient	s on the LEAP level in Englis	or EOC test, h/language ar	such that 68.49 ts and at 65.2	% of the in
Performance	Perce	ntage o	f studer	nts in Ti	tle I sch	nools w	ho are a	tor
Indicator	above f	he prof	icient le	vel in E	nalish/l	anguag	e arts o	n the
	apove			EAP or E	OC tes	t	,	
								FY 14-15
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	••••
0%	59.7%	0%	64.8%	64.58%	66.46%	68.6%	N/A	N/A
<u>Rationale</u>	Aligns comp	conents of LA	Accountabil	ity System wil	th NCLB			
What Data is Required?	Student per	formance lev	eis on LEAP	/EOC				
How_is The Data Collected?	L Testing cor	ntractor collec	ts data and [	OOE verifies.				
Frequency	Yearly							
<u>Calculation</u> Methodology	Number of Title I scho	students sco ols taking the	ring basic or LEAP/EOC	higher in Title	e I schools div	vided by the	number of stu	udents in
<u>Data</u> <u>Manipulations</u>	School, Sta	ate						
Indicator Limitations								
Legislative/	No Child L	_eft Behind A	ct of 2001					

<u>Legislative/</u> Mandates

FY 2017-22		RATEGIO	PLAN C	DATA DO	CUMEN	TATION I	FORM	62
SCHOOL AND DIS				PROGRAMS -			LAPAS CODE	15821
SUPPORTS							LAPAS KEY	к
681A1.2 Contact person	Jessica Bagh	ian					LAPAS TYPE	
Who is responsible			er Baird					
St pr st	EY) The Feder andards Title I oficient level in udents in the Ti athematics.	funding, to inc English/langu itle I schools a	rease the perc age arts and c re at or above	or mathematics the proficient	on the LEAP level in Englis	or EOC test, h/language ar	such that 68.4% ts and at 65.2 i	6 of the n
Performance	Perce	ntade o	f studer	nts in Ti	tle I sch	nools w	ho are a	t or
Indicator	above f	he nrof	icient le	vel in m	athema	atics on	the LEA	P or
	abuve			EOC	test			
				EV 40 44	FY 11-12	 FY 12-13	 FY 13-14	FY 14-15
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	65.98%	66.2%	N/A	N/A
0%	58.2%	0%	64.7%	62.94%		00.270		
Rationale_	Aligns comp	onents of LA	Accountabili	ity System wit	ih NCLB			
What Data is Required?	Student per	formance lev	els on LEAP	/EOC				
How is The Data Collected?	L Testing con	tractor collec	ts data and E	OOE verifies				
Frequency	Yearly							
Calculation Methodology	Number of in Title I sch	students in T nools taking t	itle I schools he test	scoring at ba	sic or above	on LEAP/EC	C divided by	all students
Data Manipulations	School, Sta	ite						
Indicator Limitations								
<u>Legislative/</u> Mandates	No Child L	.eft Behind A	ct of 2001					

FY 2017-22	DOE ST	RATEGIO	PLAN C	OATA DO	CUMEN		FORM	63
CHOOL AND DIST				EDERAL PRO			LAPAS CODE	E 15822
SUPPORTS							LAPAS KEY	к
681A1.3 Contact person	Jessica Bagh						LAPAS TYPE	OUTPU
Who is responsible	for_data_collecti	on? Jennif	er Baird					
Sta pro stu	andards Title I oficient level in idents in the T othematics.	funding, to inc English/langu itle I schools a	rease the pero age arts and o re at or above	or mathematics the proficient	on the LEAP level in Englis	or EOC test, h/language ar	hildren Meet Hig are at or above such that 68.4% ts and at 65.2 in	6 of the n
Performance Indicator	Percer	ntage of	Title I s progres	schools s as def	that ma ined by	NCLB	quate ye	arly
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
0%	82.9%	0%	87.1%	79.4%	N/A	65.1%	N/A	N/A
Rationale_	Aligns Louis	iana's accou	ntability syste	em with mand	ates of NCL	В		
What Data is Required?	years prior.						pout data from	
How_is The Data Collected?	Test data a DOE by dis	re collected b tricts and ver	y contractor ified with a le	and verified b engthy proces	oy DOE. Atte s.	ndance and	dropout is rep	orted to
Frequency	Yearly							
Calculation Methodology	students w	ith disabilities	, disadvanta( tondance, ar		If performant	ce is low, the	a school (5 ef ) are evaluate y are consider rate.	
<u>Data</u> <u>Manipulations</u>	State UNCLEAR Language		equate Year	ly Progress is	more compl	ex than 36.9	% proficiency	in English
Indicator Limitations								
<u>Legislative/</u> Mandates	NCLB							

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION	FORM	64
SCHOOL AND DISTRICT FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22139
SUPPORTS	LAPAS KEY	к
681A2.1.1 Contact person Bernell Cook	LAPAS TYPE	INPUT
Who is responsible for data collection? Iris Jones		

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

FY 06-07	 FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
31.6%	18.75%	13.9%	A8.4%	27.35%	23.14%	N/A	N/A	4
Rationale								
What Data is Required?	Table 5, Se	ction B, Colu	ms 3 A-C, Re	eport of Child	ren with Disa	bilities		
How is The Data Collected?	Information	submitted by	each LEA					
Frequency	Annually							
<u>Calculation</u> <u>Methodology</u>								
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								
<u>Legislative/</u> <u>Mandates</u>	R.S. 17:19 Bulletin 17							

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION	FORM	65
SCHOOL AND DISTRICT FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22140
SUPPORTS	LAPAS KEY	к
681A2.1.2 <u>Contact person</u> Lisa Brochard	LAPAS TYPE	INPUT
Who is responsible for data collection? Nicholy Johnson		

#### 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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
91.33%	95.8%	88.17%	92.70%	98.7%	97.64%	97.6%	96.74%	98.21%
<u>Rationale</u>	To ensure a educational		e education b	based on the s	students nee	ds and on the	e individually	designed
What Data is Required?	Number of s employed; o	students eligi disability cate	ble; students gory represe	served; settii nted; duratior	ngs utilized; s and length o	ervices prov of service va	ided; personi riations	n <b>el</b>
How is The Data Collected?	SER							
Frequency	Annually (Oc	ctober - Decem	nber)					
Calculation Methodology								
<u>Data</u> <u>Manipulations</u>								
Indicator Limitations								

Legislative/\_ Mandates **IDEA** 

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION	FORM	66
SCHOOL AND DISTRICT FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22141
SUPPORTS	LAPAS KEY	к
681A2.1.3 <u>Contact person</u> Angela Randall	LAPAS TYPE	OUTPUT
Who is responsible for data collection? Angela Randall		

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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
76%	66%	70%	50%	76%	71%	100%	100%	100%	
Rationale_	All students IDEA.	with disabiliti	es 16 and at	oove are requi	ired to have a	a transition p	lan in accord	ance with	
What Data is Required?	IEPs on stu	dents 16 and	above						
How is The Data Collected?	On-site mor	On-site monitors review IEPs for compliance							
Frequency	Annually								
Calculation Methodology	Percent of I	EPs monitor	ed in complia	nce with trans	sition regulati	ons			
<u>Data</u> Manipulations	Only IEPs a	actually monit	ored are figu	red into perce	entage				
Indicator Limitations	Federal law	/regulations							
<u>Legislative/</u> Mandates	IDEA								

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION	FORM	67
SCHOOL AND DISTRICT FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22142
SUPPORTS	LAPAS KEY	к
681A2.1.4 Contact person Bernell Cook	LAPAS TYPE	OUTPUT
Who is responsible for data collection? Nancy Hicks		

#### Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
57.6%	59.3%	60.39%	61.3%	60.8%	61.1%	61.2%	N/A	62.3%
Rationale_	Key indicato	or based on F	ederal (IDEA)	) requirement	t in the SPP			
What Data is Required?	Setting indic	cated on IEP						
How is The Data Collected?	Information	about IEPs e	entered into Sl	ER at local le	vel			
Frequency	Annually							
Calculation Methodology	Percent of t	otal number (	of students wi	ith disabilities	in particular	setting		
<u>Data.</u> Manipulations	Raw data us	sed						
Indicator Limitations	None							
Legislative/ Mandates	IDEA							

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM			
SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22143
681A2.1.5		LAPAS KEY	к
Contact person Bernell Co	ok	LAPAS TYPE	OUTPUT
Who is responsible for data colle	ction? Nancy Hicks		

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
16.7%	16.1%	14.85%	14.3%	14.1%	13.7%	13.5%	N/A	13.9%
Rationale	Key indicato	or based on I	DEA requirem	nent in the SF	P			
What Data is Required?	Setting indic	cated on IEP						
How is The Data Collected?	Information	about IEPs e	ntered into S	ER at local le	vel			
Frequency	Annually							
Calculation Methodology	Percent of to	otal number o	of students w	ith disabilities	in particular	setting		
<u>Data</u> Manipulations	Raw data us	sed						
Indicator Limitations	None							
Legislative/ Mandates	IDEA							

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM					
SCHOOL AND DISTRICT	FEDERAL PROGRAS AND STATE PROGRAMS - SPECIAL POP.	LAPAS CODE	22144		
681A2.1.6		LAPAS KEY	к		
Contact person Bernell Co	ook	LAPAS TYPE	OUTPUT		
Who is responsible for data coll	ection? Nancy Hicks				

#### 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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
1.9%	1.3%	1.74%	1.5%	1.4%	1.3%	1.3%	N/A	1.4%
Rationale	Key indicato	or based on II	DEA requirem	nent in the SF	P			
What Data is Required?	Setting indic	ated on IEP						
How is The Data Collected?	Information	about IEPs e	ntered into S	ER at local le	evel			
Frequency	Annually							
Calculation Methodology	Percent of s	stated numbe	r of students	with disabiliti	es in particul	ar setting		
<u>Data</u> Manipulations	Raw data u	sed						
Indicator Limitations	None							
Legislative/ Mandates	IDEA							

# FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 70 SCHOOL AND DISTRICT STATE ANDFEDERAL PROGRAMS LAPAS CODE 25913 LAPAS KEY K

681A2.1.7

Contact person. Jamie Wong

Who is responsible for data collection? Jamie Wong

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

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	33%	36.7%
<u>Rationale</u>	A student gr	raduating fror	n a public K-	12 school with	n a high scho	ol diploma is	an indicator	of success
<u>What Data is</u> <u>Required?</u>	Number of s	special educa	ition students	in the adjsut	ed cohort gra	aduation rate		
How is The Data Collected?	. Data is colle	ected in Stude	ent Informatio	on System (SI	S)			
Frequency	Annually							
Calculation Methodology				as a cohort fro plete in 4 yea		)th grade and	l rate is produ	uced based
<u>Data.</u> Manipulations	Students wi such for this		subgroup co	hort graduati	on rate is cal	culated sepa	rately and rep	ported as
Indicator Limitations	None							
<u>Legislative/</u> Mandates	Data is sut	omitted to the	federal gove	ernment/OSEI	⊃ via our fed	eral reporting	; system (ED	EN)

OUTPUT

LAPAS TYPE

SCHOOL AND DISTRICTS SUPPORT	FEDERAL PROGRAMS	LAPAS CODE	25714
681A2.2.1		LAPAS KEY	к
Contact person Jessica Baghian		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Jennifer Baird		

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

#### Performance Indicator

# Percent of students with disabilities determined to be proficient in ELA

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale.	students cla		VD can demo	that given ap onstrate profic dents.				
What Data is Required?				standards-alig g them as a s			pres for all stu	idents who
How is The Data Collected?	school. A sn Alternate As	nall percentages sessment Le es and are as	ge of student vel 1 testing.	pring state te s with signific The ELA sc hievement le	ant cognitive pres for all si	disabilities p ate spring te	participate in est types are r	Louisiana reported as
Frequency	Annually							
Calculation Methodology				ity (SWD) whe er of testers w				as
<u>Data</u> Manipulations	None							
Indicator. Limitations	require that they are in t	students me he LEA on O	et a full acad ctober 1 and	are used. Ho emic year. In for testing. V or users who r	Louisiana, s Vhile this req	tudents mee uirement is r	t a full acade	mic year if
Legislative/ Mandates				port proficien Its with disabi		progress for	r all students	by

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	72
SCHOOL AND DIS	STRICTS		FED		AMS		LAPAS COE	DE 25715
681A2.2.2							LAPAS KEY	κ
Contact person	Jessica Bagl	hian					LAPAS TYP	
Who is responsibl	e for data collect	ion? Jennif	er Baird					
CC	(EY) Through S onsidered profi 0.0% are show	cient in English	Langage Art	d Federal Prog s (ELA) and m	rams, to ensu athematics an	re that studen d graduate or	ts with disabiliti time as indica	es are led by
Performance Indicator	Perce	ent of st	udents	with dis	abilities	s deterr	nined to	be
			pr	oficient	in math	า		
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale What Data is Required?	students cla assessment Proficiency in students in g	ssified as SW goals design n mathematic	D can demo ed for all stu s is determi	onstrate profic idents. ned from star	iency using t	he same cor d, spring sta	ns and accom ntent standard te test scores I IEP identifyin	s and for all
How is The Data Collected?	Each year, a school. A sr Alternative A	Ill students pa mall percenta Assessment L	ge of sutden evel 1 testin	ts with signific g. The mathe	cant cognitive ematics score	e disabilities es are report	hrough 8 and participate in I ed as scaled s used to estab	Louisiana scores and
Frequency	Annually							
Calculation Methodology				ity (SWD) whe er of testers w			vel identified a	IS
<u>Data</u> Manipulations	None							
Indicator Limitations	require that they are in the	students mee 1e LEA on Oc	t a full acade tober 1 and	emic year. In	Louisiana, st /hile this requ	udents meet uirement is n	accountability t a full academ ot a limitation, distinction.	nic year if
Legislative/ Mandates	Federal law subgroup ar		the state rep	port state, LE	A and school	proficiency	evels and pro	gress by

FY 2017-2	2 DOE S	<b>FRATEGI</b>	C PLAN	DATA DO	CUMEN	TATION	FORM	73
SCHOOL AND DIS	STRICTS		FEDE	ERAL PROGR	AMS		LAPAS COL	DE 25716
681A2.2.3							LAPAS KEY	(к
Contact person	Jessica Bag						LAPAS TYP	PE OUTCOME
Who is responsib	le for data collect	tion? Jenni	fer Baird					
C	KEY) Through S onsidered profi 0.0% are show	cient in Englis	h Langage Art	d Federal Prog s (ELA) and m	rams, to ensu athematics an	re that studer d graduate or	its with disabilit time as indica	ies are ted by
Performance Indicator	Percen	tage of	student	s with d	lisabiliti	ies who	gradua	te on
Marader		<b>j</b>		tim			gradad	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	42.8%
Rationale_	The majority standards.	of students	with disabilitio	es are expect	ed to meet th	ne same rigo	rous graduati	on
What Data is Required?	A regular hig	gh school dipl	oma					
How is The Data Collected?	record for st	lected from thudents. After stem (STS) is	r four years, (	exit reasons a	are retrieved	determine t from the san	he first high s ne system and	chool d the state
Frequency	Annually							
Calculation Methodology	The number diploma is di	of students v ivided by the	vith disability total number	(SWD) who go f graduation	graduate in fo	our years wit	h a regular hig e identified as	gh school s SWD.
<u>Data</u> <u>Manipulations</u>	None							
Indicator Limitations	Federal law 1 using an a	does not allo Iternative pat	w the state to hway in the g	) include the o praduation rat	diploma earn e.	ed by sutder	its who partici	pate in LAA
Legislative/ Mandates	Title I NCLE students an	3 requires tha d by subgrou	t a four-year ps, including	adjusted grad the students	duation coho with disabilit	rt rate is repo ies subgroup	orted yearly by ).	/ all

TAD

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EV 2047 22 DOE STRATECIC DLAN DA

FY 2017-2	2 DOE S	RATEGI	C PLAN	DATA DO	DCUMEN	TATION	FORM	74
SCHOOL AND DIS	STRICT		STATE	E PROGRAMS	- PIP		LAPAS CO	DE 8535
681A3.1							LAPAS KE	Y К
Contact person	Charlotte Ste						LAPAS TY	PE OUTPU
Who is responsib	le for data collect	ion? Charrl	otte Stevens					
Objective () S Performance Indicator	KEY) The State ystems to assu <b>Total</b>	Programs Acti re that 100% of PIP ann	f PIP funds ar	e paid correct	y and participa	ants are funde	ed according to	guidelines.
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
\$14.199,495	\$13,475,790	\$12,639,103	\$10,977,812	\$9,311,574.42	\$7,035,212.00	\$5,804,071	\$4,679,484	\$4,091,814
Rationale								
What Data is Required?								
<u>How_is_The_Data_</u> Collected?	PIP databas each district.	e maintained	by the Divisi	on of Educati	on Finance g	enerates lis	t of PIP partic	ipants in
Frequency								
Calculation Methodology	List for each Department	district mailed for review and	d to PIP coni d approval.	tact for that d	istrict. Distric	t makes cha	anges and ret	urns to the
<u>Data</u> Manipulations	Total cost is	computed by	adding total	salary and re	tirement pay	ments made	during the fis	scal year.

Manipulations

Indicator Limitations

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

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	75
SCHOOL AND DIS	STRICT		STATE	PROGRAMS	- PIP		LAPAS CO	DE 5735
681A3.2							LAPAS KEY	к к
Contact person	Charlotte Ste	evens					LAPAS TYP	PE OUTPUT
Who is responsib	le for data collect	ion? Charle	otte Stevens					
	KEY) The State chool systems							
Performance Indicator		1	PIP ave	rage sal	ary incr	rement		
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
\$1,514	\$1,596	\$1,659	\$1,628	\$1,620	\$1,539	\$1,614	\$1,390	\$1,939
<u>Rationale</u>								
What Data is Required?								
How is The Data Collected?	. PIP databas district.	e maintained	by the Divis	ion of Educati	ion generate:	s Ilist of PIP	participants in	each
Frequency								
<u>Calculation</u> Methodology	List for each Department	district maile for review ar	ed to PIP con id approval.	tact for the di	strict. Distric	t makes cha	nges and retu	urns to the
<u>Data</u> Manipulations	Average is c	computed by	dividing total	salary enhan	cement by th	e number of	remaining pa	rticipants.
Indicator Limitations								
Legislative/_ Mandates	R.S. 17:362	21-3667						

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM						
SCHOOL AND DISTRICT SUPPORTS	STATE PROGRAMS - PIP	LAPAS CODE	5734			
681A3.3		LAPAS KEY	к			
Contact person Charlotte Stevens		LAPAS TYPE	INPUT			
Who is responsible for data collection?	Charlotte Stevens					

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

Performance

Indicator

## Number of remaining PIP participants

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
9,380	8,442	7,619	6,743	5,230	4,570	3,402	2,707	2,110
Rationale_								
What Data is Required?								
How is The Data Collected?	. PIP participa	ants reported	to the Depar	tment and en	tered in the F	PIP database	2	
Frequency								
Calculation Methodology	List for each Department	district maile for review an	ed to PIP con d approval.	tact for that d	istrict. Distrie	ct makes cha	anges and rel	urns to the
<u>Data</u> Manipulations								
Indicator Limitations								
Legislative/ Mandates	R.S. 17:362	1-3667						

FY 2017-22 DOE STRA	IEGIC PLAN DATA DOCUMENTAT	FION FORM	77
SCHOOL AND DISTRICT SUPPORTS	FEDERAL PROGRAMS - CCLC	LAPAS CODE	15844
681A4.1		LAPAS KEY	к
Contact person Sheila Guidry		LAPAS TYPE	INPUT
Who is responsible for data collection?	Kenya D. Jenkins		

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

Performance Indicator

## Number of students participating

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
13,164	13,611	24,291	52,995	63,083	41,615	21,413	28,456	25.939
<u>Rationale</u>	To provide a services	accountability	for grantees	so that the re	equired numb	er of studen	ts are actuall	y receiving
What Data is Required?	Number of h	ours of each	attending stu	udent enrolled	d in each pro	gram		
How is The Data Collected?	1) Student s	ign-in sheets	; 2) Web-bas	ed reporting	system			
Frequency	Daily							
<u>Çalculation</u> Methodology	Web-based	software doe	s all calculati	ons				
Data Manipulations	Done by we	b-based repo	rting system					
Indicator Limitations								
Legislative/ Mandates	Title IV, Pa	rt-B of NCLB,	and grant pe	erformance re	quirements			

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	78
SCHOOL AND DIS	STRICT		FEDERA	FEDERAL PROGRAMS - CCLC				DE 25142
681A4.2							LAPAS KEY	′ К
Contact person	Sheila Guidr	у					LAPAS TYP	
Who is responsibl	e for data collect	ion? Kenya	a D. Jenkins					
pa	(EY) The Fede articipating in the shool hours as	he21st CCLC	Program will h	have a safe and	d academicall	ly enriched en	e that K-12 stud vironment in th annually.	dents e out-of-
Performance Indicator							rograms	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Rationale</u> What Data is	performance stakeholder	e through the satisfaction	following out	After-School come-based	components	: academic p	that asses pro performance, a	ovider attendance,
Required?		mont data, p	iogram atter		na saivey ie	SUILS OF SLAN	sholder 5	
How is The Data Collected?	<ul> <li>Programs enter attendance data into the Youthservices database. Stakeholder satisfaction is determined through surveys filled out by parents, teachers and administrators who have students in after school programs. The LDOE analyzes state assessment data and produces the academic performance score.</li> </ul>							
Frequency								
Calculation Methodology	The overall g categories:	grade is dete	rmined by the	e sum of poin	ts awarded ir	n each of the	three compo	nent
	Academic Po	erforrmance	+ Attendance	e + Stakehold	er Satisfactio	on = Total Po	ints	
<u>Data</u> Manipulations	None							
Indicator Limitations	Due to the till completed a	meframe that nnually	t assessmen	t data is avail	able it create	s a lag in wh	en the analys	is can be
Legislative/	Title IV Par	t B. Sec. 420	2					

<u>Legislative/</u> Mandates

Title IV, Part B, Sec. 4202

FY 2017-2	2 DOE SI	<b>FRATEGI</b>	C PLAN	DATA DO	CUMEN	TATION	FORM	79	
SCHOOL AND DIS	STRICT	FEDERAL	PROGRAMS	- SCHOOL FO	DOD AND NU	TRITION	LAPAS CO	DE 8528	
681A5.1							LAPAS KEY	r s	
Contact person	John Dupre						LAPAS TYP	E INPUT	
Who is responsibl	le for data collect	lion?							
N	(EY) The Fede utrition, to ensu eported served	ure that nutritic	ous meals are	served to the c	and Nutrition a hildren as der	and the Child a nonstrated by	and Adult Care the total numb	Food and er of meals	
Performance Indicator	otal nur	mber of		reported trition s			hool Fo	od and	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
136,433,669	137,554,747	134,863,843	154,682,560	140,713,545	143,095,412	137,814,406	135,178,612	136,138,395	
<u>Rationale</u>	Indicates nu children	Indicates number of meals claimed for reimbursement by school districts for meals served to eligible children							
What Data is Required?	Claims for reimbrsement from school districts								
How_is The Data_ Collected?	Claims for re	eimbursemen	t information	mailed to sta	te and entere	ed into dattal	oase		
Frequency	Monthly								
Calculation Methodology	Summation	Summation of claims data from school districts							
<u>Data</u> Manipula <u>tions</u>	By various subgroups								
Indicator Limitations	Sponsor rep	Sponsor reporting accuracy							
<u>Legislative/</u> Mandates	7 CFR 210								

FT 2017-22 DOE 51	RATEGIC PLAN DATA DOCUMENTATION	FORM	80
SCHOOL AND DISTRICT	FEDERAL PROGRAMS - SCHOOL FOOD AND NUTRITION	LAPAS CODE	8531
681A5.2		LAPAS KEY	S
Contact person John Dupre		LAPAS TYPE	INPUT
Who is responsible for data collecti	ion?		

**Objective** 

204

(KEY) The Federal Program Activity, through School Food and Nutrition and the Child and Adult Care Food and Nutrition, to ensure that nutritious meals are served to the children as demonstrated by the total number of meals reported served by School food and Nutrition sponsors.

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
39,620,856	42,914,939	43,197,181	N/A	45,198,499	46,696,485	47,158,112	51,340,159	54,676,304
<u>Rationale</u>				r reimbursem erved to eligib			re Food Prog	gram
What Data is Required?	Claims for re	eimbursemen	t from spons	oring organiz	ations			
How is The Data Collected?	Claims for re	eimbursemen	t information	is mailed to t	he State and	l entered into	a database.	
Frequency	Monthly							
Calculation Methodology	Summation	of claims data	а					
<u>Data</u> Manipulations	By various s	ubgroups						
Indicator Limitations	Sponsor rep	orting accura	су					
Legislative/ Mandates	7 CFR 226							

FY 2017-2	2 DOE ST	RATEGI	C PLAN	DATA DO	OCUMEN	TATION	FORM	81			
SCHOOL AND DIS	STRICT		н	JMAN CAPITA	۰L		LAPAS COD	E 15544			
681B1							LAPAS KEY	к			
Contact person	Kim Nesmith						LAPAS TYPE				
Who is responsibl	le for data collectic	<u>n?</u> Sara	Strickland								
st H	KEY) The Humar tudents in "high   ighly Qualified to SEA Section 910	poverty" scho achers as e	ools (as the ter whibited by 78%	m is defined in % of core acad	n section 1111( lemic classes l	(h)C(viii) of th	e ESEA, will be	taucht by			
Performance	Porco	ntago c	f core a	ocadomi		ac hain	a tought	by			
Indicator							g taught				
	-	-			•		defined				
		•	-				erty" sch				
	(as the	term is	define	d in Sec	tion 111	l1(h)(1)	C(viii) of	the			
				ESE							
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
0%	0%	0%	80.9%	82.6%	82.2%	76%	71.9%	70.7%			
<u>Rationale</u>	content and h	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 ba	sis.							
Calculation Methodology	Number of co of "Highly Qua teachers in th	alified" I the	high poverty	schools divid	led by the tota	al number of	eet the NCLB (	definition It by			
Data			he district on	-							

Data are aggregated on the district and state levels.

 Indicator
 Data may be impacted due to the changes in teaching assignments and the data reporting period.

 Limitations
 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/ No Child Left Behind Act of 2001 Mandates

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM82							
STUDENT-CENTERED GOALS	EARLY CHILDHOOD	LAPAS CODE	25717				
681C1.1		LAPAS KEY	к				
Contact person Lisa Brochard		LAPAS TYPE	INPUT				
Who is responsible for data collection?	Nicholy Johnson						

EV 2047 22 DOE STRATECIO DI ANI DATA DOOUNENTATIONI FORM

Performance Indicator Percentage of at-risk children served

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.66%
Rationale_	To ensure the programs	nat at least 36	6% of at-risk	four years old	ls are served	throug the L	A 4 and NSE	CD
What Data is Required?	Live Birth Da	ata from DHH	and the per	centage of ec	onomically d	isadvantage	d children in l	Louisiana
How is The Data. Collected?		y disadvanta	for four-year ged children i	-olds is taker in Louisiana i	I from the DH s taken from	IH website, a the Enrollme	and the perce ent Counts Re	ntage of eport on the
Frequency	Annually							
Calculation Methodology				umber of four s percentage				
Data Manipulations	N/A							
Indicator Limitations	N/A							
<u>Legislative/</u> <u>Mandates</u>	This data is	not required	by legislative	e auditors				

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FY 2017-2	2 DOE ST	<b>FRATEGI</b>	C PLAN	DATA DO	CUMEN	TATION	FORM	83
STUDENT-CENTE GOALS	RED		EAR		DC		LAPAS CO	DE 13362
681C1.2							LAPAS KEY	с к
Contact person	Lisa Brochar	d					LAPAS TYF	E OUTPUT
Who is responsible	e for data collect	lion? Lisa E	Brochard					
	(EY) The Early sk four-year old			nue to provide	quality early c	hildhood serv	ices such that :	36% of the at-
Performance Indicator		Percen	tage of	at-risk o	hildren	served	(LA4)	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
33.%%	39.12%	41%	42.8%	39.94%	37.61%	37.11%	36.18%	35.75%
Rationale	To ensure the	nat the target	ed populatior	n is being ser	ved			
What Data is Required?	2) Birth data	nt numbers f a from DHH I reduced pric	-					
How is The Data Collected?	. Monthly enro	ollment forms	submitted b	y each syster	n			
Frequency	Monthly							
Calculation Methodology	program			68 systems f nber of at-risk			nd the before-	and after-
<u>Data</u> Manipulations	Aggregated	by 6-hour da	y and before	and after-sch	nool enrichm	ent		
Indicator Limitations								
Legislative/ Mandates	R.S. 17:24.	1						

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	84
STUDENT-CENTE GOALS	ERED		EAR		0D		LAPAS COL	DE 25718
681C1.3							LAPAS KEY	ĸ
Contact person	Lisa Brochar	ď					LAPAS TYP	E INPUT
Who is responsib	le for data collect	ion? Nicho	ly Johnson					
<u>Obiective</u> (ł ri	KEY) The Early sk four-olds wil	Childhood Ac be served.	tivity will contir	nue to provide	quality early c	hildhood servi	ices such that 3	6% of the at-
Performance Indicator							ublic So Progran	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2.91%
Rationale_	To ensure th	nat at least 29	% of at-risk fo	our year olds	are served th	rough the N	SECD program	n
What Data is Required?	Number of a	it Risk Four Y	ear Olds and	i Monthly Nu	mber of NSE	CD Children		
How is The Data Collected?	The number to the LDOE	of NSECD c	hildren is tak	en from moni	thly enrollme	nt reports tha	at the school s	ites submit
Frequency	Monthly							
Calculation Methodology	Projections a year olds.	are calculated	d by dividing (	the number o	f NSECD stu	dents by the	number of at-	risk four
<u>Data</u> Manipulations	N/A							
Indicator Limitations	N/A							
Legislative/ Mandates	This data is	not required	by legislative	auditors.				

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FY 2017-2	2 DOE ST	RATEGI	C PLAN	DATA DO	DCUMEN	TATION	FORM	85
STUDENT-CENTE GOALS	RED		EAF	RLY CHILDHO	OD		LAPAS CO	DE 25719
681C1.4							LAPAS KE	Y K
Contact person Who is responsible	Lisa Brochar		h. labaaaa				LAPAS TY	PE INPUT
			ly Johnson					
<u>Obiective</u> (K ris	(EY) The Early sk four-olds wil	Childhood Ac I be served.	tivity will conti	nue to provide	quality early c	hildhood serv	ices such that	36% of the at-
Performance Indicator		Num	ber of a	at-risk p	rescho	ol child	ren	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16,694
Rationale_	To ensure th programs	at at least 1	5,500 at-risk i	four year olds	are served t	through the M	NSECD and L	.A 4
What Data is Required?	Number of N	ISECD and L	A 4 children					
How is The Data. Collected?	1110 110111001	of NSECD a A's submit to	nd LA 4 child the LDOE.	lren are taker	n from month	ly enrollmen	t reports that	the school
Frequency	Monthly							
Calculation Methodology	Projections a	are calculated	d by adding t	he number of	NSECD and	I LA 4 studer	nts.	
Data Manipulations	N/A							
Indicator Limitations	N/A							
Legislative/ Mandates	This data is	required by f	ederal audito	ors				

	2 DOE S	TRATEG	IC PLAN	DATA DO	CUMEN	TATION	FORM	86
STUDENT-CENT	ERED		LITI	ERACY - NSE	CD	sii	LAPAS CO	DE 13363
681C1.5							LAPAS KE	Υ K
Contact person	Lisa Brocha	-					LAPAS TYP	PE OUTPUT
Who is responsib	le for data collec	tion? Nicho	ly Johnson					
<u>Objective</u> (1 ri Performance	KEY) The Early isk four-year old	JS.WIII DE SERVE	ea.					
Indicator	NU	nper or	at-risk	prescho	ol chilo	iren ser	ved (LA	.4)
FY 06-07	FY 07-08	EY 08-09	EY 09-10	EV 10-11	EV 44 42			
	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
FY 06-07 13,798 Rationale	15,894	17,317	17,110	<b>FY 10-11</b> 16,765 In is being serv	16,715	<b>FY 12-13</b> 16,446	FY 13-14 15,662	<b>FY 14-15</b> 15,439
13,798	15,894 To ensure th	17,317 hat the target	17,110 ed population or 6-hour inst	16,765	16,715 ved	16,446		
13,798 Rationale What Data is	15,894 To ensure th 1) Enrollme 2) Enrollme	17,317 hat the target nt numbers fo nt numbers fo	17,110 ed population or 6-hour inst or 4-hour bef	16,765 n is being serv tructional prog ore- and after	16,715 ved gram r-school prog	16,446 ram		15,439

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

Legislative/ Mandates

Indicator Limitations

Calculation Methodology

Manipulations

<u>Data</u>

R.S. 17:24.1

1) 6-hour instructional program

2) 4-hour before- and after-school program

systems

FY 2017-2	2 DOE S	TRATEG	C PLAN	DATA DO	CUMEN	TATION	FORM	87
STUDENT-CENT	ERED		EAF		OD		LAPAS CO	DE 25720
681C1.6							LAPAS KEY	к к
Contact person Who is responsib	Lisa Brochai	-	h. lab				LAPAS TYP	PE INPUT
			ly Johnson					
<u>Objective</u> (I ri	KEY) The Early isk four-olds wil	Childhood Ac I be served.	tivity will conti	nue to provide	quality early c	hildhood serv	ices such that :	36% of the at-
Performance Indicator	Num	per of at	-risk pr	eschool Progi		en serve	ed - NSE	CD
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,255
Rationale	To ensure the	nat at least 1,	100 at-risk fo	our-year-olds	are served th	rough the N	SECD progra	m
What Data is Required?	Monthly enro	ollment for the	e NSECD pro	ogram				
How is The Data Collected?	The number submit to the	of NSECD c LDOE.	hildren are ta	aken from mo	nthly enrollm	ent reports t	hat the school	sites
Frequency	Monthly							
Calculation Methodology	Projections a for a specific	are calculated c month.	d by totaling t	he numbers o	of NSECD st	udents enroll	ed in every so	chool site
<u>Data</u> Manipulations	N/A							
Indicator Limitations	N/A							
Legislative/ Mandates	This data is	required by f	ederal audito	ors.				

#### FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 88

STUDENT-CENTERED GOALS	EARLY CHILDHOOD	LAPAS CODE	23246
681C1.7		LAPAS KEY	к
Contact person Lisa Brochard		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Nicholy Johnson		

(KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 36% of the at-**Objective** risk four-year olds.will be served.

Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
N/A	N/A	N/A	98.2%	98.5%	98.4%	87.2%	100%	47%			
Rationale	Attendance and skills.	Attendance in a high quality early childhood program should produce increased language knowledge and skills.									
What Data is Required?	Pre- and Post-test results from the Developing Skills Checklist (DSC)										
How_is_The Data_ Collected?	Data is colle Set-Grow.	Data is collected electronically from school districts and charter schools through our vendor, Red-e- Set-Grow.									
Frequency	Pre-test data school.	is colected by	October 1. P	ost-test data is	collected no	earlier than 3	weeks prior to	the end of			
<u>Calculation</u> Methodology	Pre-and Pos increase from	t-test results m their pre-te	will be comp st to post-tes	ared to deterr t results.	nine the perc	centage of st	udents who s	how an			
Data Manipulations	Data results	can be obtai	ned by race a	and socio eco	nomic status	(SES).					
Indicator Limitations	Test reults o will be analy:	f only studen zed.	ts who have a	a pre-test, po	st-test and co	ompleted der	mographic int	ake form			
Legislative/ Mandates	R.S. 17:24.	10									

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM       8					
STUDENT-CENTERED GOALS	EARLY CHILDHOOD	LAPAS CODE	23247		
681C1.8		LAPAS KEY	к		
Contact person Lisa Brochard		LAPAS TYPE	OUTCOME		
Who is responsible for data collection?	Nicholy Johnson				

Objective (KEY) The Early Childhood Activity will continue to provide quality early childhood services such that 36% of the atrisk four-year olds.will be served.

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
N/A	N/A	N/A	99.2%	99%	99.4%	90%	100%	67%		
Rationale_	Attendance in a high quality early childhood program should produce increased math knowledge and skills.									
What Data is Required?	Pre- and Post-test results from the Developing Skills Checklist (DSC)									
How is The Data Collected?	Data is collected electronically from school districts and charter schools through our vendor, Red-e- Set-Grow.									
Frequency	Pre-test data school.	is colected by	October 1. Po	ost-test data is	collected no e	earlier than 3 v	weeks prior to	the end of		
<u>Calculation</u> Methodology		st-test results m their pre-te		ared to detern st results.	mine the perc	centage of st	udents who s	show an		
<u>Data</u> Manipulations	Data results	can be obtai	ned by race a	and socio eco	nomic status	(SES)				
Indicator Limitations	Test reults of will be analy		ts who have	a pre-test, po	st-test and co	ompleted de	mographic int	take form		
<u>Legislative/</u> Mandates	R.S. 17:24.	10								

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENTA	TION FORM	90
STUDENT-CENTERED GOALS	EARLY CHILDHOOD	LAPAS CODE	25916
681C2.1		LAPAS KEY	к
Contact person Jenna Conway		LAPAS TYPE	INPUT
Who is responsible for data collection?	Romney Manuel		

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

Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,981	1,559	
<u>Rationale</u>	This indicate of the progra	or was chose am for Type I	n because it Il providers, a	allows various and if the prog	s staff and ag gram has inc	jencies mea: reased or de	sure the need creased over	ls/demand all	
What Data is Required?	The number	r of Type III p	roviders rece	iving Child Ca	are Developn	nent Block G	rant funds		
How is The Data Collected?	. This data is	collected using	ng Document	t Direct softwa	are, which ex	tracts data fi	om TIPS		
Frequency	Monthly								
Calculation Methodology	The sum total of all Type III providers in TIPS with any active status								
<u>Data</u> Manipulations	Read only q	Read only query							
Indicator Limitations	This report or realtime stat	can only be g ts	enerated at tl	he END of ea	ch month, the	erefore this r	eport does no	ot provide	
<u>Legislative/</u> Mandates		I2 & Act 868 S. Congress)		isiana legislat	ure)				

FY 2017-2	2 DOE ST	<b>FRATEG</b>	TEGIC PLAN DATA DOCUMENTATION FORM						
STUDENT-CENT GOALS	ERED		EAF		OD		LAPAS CO	DE 25917	
681C2.2							LAPAS KE	Y К	
Contact person	Jenna Conw ble for data collect		iey Manuel				LAPAS TY	PE INPUT	
<u>Objective</u> (	KEY) The Early early childhood s	Childhood Ac services such	tivity, through that 100% of T	the Child Care ype III provide	Development ers will have a	Fund, will co Performance	ntinue to provid Profile.	de quality	
Performance Indicator	I	Number	of fami	ly day c	are hon	nes reg	istered		
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	730	517	
Rationale_	This indicate of the progra	er was chosei am for Type F	n because it a R and U provi	allows various ders, and if th	s staff and ag ne program h	encies meas las increased	sure the need d or decrease	is/demand ed overall	
What Data is Required?	The number	of Type R ar	nd U provider	s receiving C	hild Care De	velopment B	lock Grant fu	nds	
How is The Data Collected?	This data is	collected usir	ng Document	Direct softwa	are, which ex	tracts data fr	rom TIPS		
Frequency	Monthly								
Calculation Methodology	The sum tota	al of all Type	R and U prov	viders in TIPS	with any act	ive status			

This report can only be generated at the END of each month, therefore this report does not provide

<u>Data</u> Manipulations

Indicator

Limitations

Legislative/ Mandates

Read only query

realtime stats

S.1086 (U.S. Congress)

Act 3 of 2012 & Act 868 of 2014 (Louisiana legislature)

FY 2017-2	2 DOE ST	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	92
STUDENT-CENTE	ERED		EAF		OD		LAPAS CO	DE 25918
681C2.3							LAPAS KE	γ ĸ
Contact person	Jenna Conw	•					LAPAS TY	PE OUTPUT
Who is responsib	le for data collect	ion? Daisy	Grotsma					
<u>Objective</u> (H	KEY) The Early arly childhood s	Childhood Acti services such th	vity, through t nat 100% of T	the Child Care ype III provide	Development	Fund, will co Performance	ntinue to provid Profile.	de quality
Performance Indicator		Tot	tal annu	ual chilo	l care pa	ayment	S	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	 FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	36,300,000	39,000,000
Rationale	allocated. Th	nual child care	es how we a	djust our polic	cies and eligit	oility require	our spending ments for futu	is ire years.
What Data is Required?	The annual t	otal amount o	f children se	erved and the	cost spent p	er provider.		
<u>How_is The Data</u> <u>Collected?</u>	want to repo necessary of foster care p payments to	collected throu rt on and give utput. Webfoc roviders) and the CCAP pro on every child ce.	s us the us reporting CAPS(all of oviders). We	pulls the dat the also receive	a from both tl	he TIPS (all	of the payme	nts to the
Frequency	We receive ite	emized monthly	reports.					
<u>Calculation</u> Methodology	CAPS data a	us software re and FOSTER s the TIPS da	CHILDREN	GROSS				' is the
Data Manipulations	None.							
Indicator. Limitations	There are no includes how	indicator limity much we are	tations with t paying prov	this data, this viders on a m	report shows onthly basis	s us a break	down by prov	ider and
Legislative/	Act 3 of the	2012 and Act	868 of 2014	Louisiana Le	nislature reg	uired that I I	DE and BESE	

Act 3 of the 2012 and Act 868 of 2014 Louisiana Legislature required that LDE and BESE promulgate rules that went into effect July 01, 2015 -- Bulletin 139 CCDF - Child Care Assistance Legislative/ Mandates Program.

FY 2017	-22 DOE STRA	<b>TEGIC PLAN DATA DOCUMENTATION FORM</b>	93
STUDENT-CEI GOALS	NTERED	EARLY CHILDHOOD LAPAS CODE	25919
681C2.4		LAPAS KEY	к
Contact perso	🗅 Јеппа Сопway	LAPAS TYPE	INPUT
Who is respon	sible for data collection?	Daisy Grotsma	
Objęctive	(KEY) The Early Childh early childhood service	ood Activity, through the Child Care Development Fund, will continue to provide que such that 100% of Type III providers will have a Performance Profile.	uality
Performance Indicator	Number of c	hildren receiving Child Care assistance mo	nthly

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	15,779	N/A
<u>Rationale</u>	This indicate data, we car	or tells us if w n determine il	e are increas four elegibilit	sing or decrea y requiremen	ising the amo ts need to be	ount of childi adjusted.	ren served. W	/ith this
What Data is Required?	The amount	of children re	eceiving Chile	d Care and D	evelopment l	Funding per	month.	
How is The Data Collected?	want to repo necessary o output is the	ert on and give utput. Webfo total number	es us the cus reporting r of CCAP	us, a reportin pulls the dat Foster care o	a from both t	he TIPS and	-	
Frequency	Monthly							
Calculation Methodology	Based upon served per p	the systems rovider.	data wareho	use report, w	e sum up the	total numbe	er of children	being
<u>Data</u> Manipulations	None							
Indicator Limitations	None							
Legislative/ Mandates	Act 3 of the promulgate Program.	2012 and Ac rules that we	at 868 of 2014 Int into effect	Louisiana Le July 01, 2015	egislature rec 5 Bulletin 1	uired that Ll 39 CCDF - 0	DE and BESE Child Care As	sistance

FY 2017-2	2 DOE ST	RATEG	C PLAN	DATA DO	OCUMEN	TATION	FORM	94
STUDENT-CENTE	RED		EAF		OD		LAPAS CO	DE NEW
681C2.5							LAPAS KEY	κ κ
Contact person	Jenna Conw	ау					LAPAS TYF	E INPUT
Who is responsible	le for data_collect	<u>ion?</u> Daisy	Grotsma					
<u>Obiective</u> (H	(EY) The Early arly childhood	Childhood Ac services such	tivity, through that 100% of T	the Child Care	Development ers will have a	Fund, will cor Performance	ntinue to provid Profile.	e quality
Performance Indicator	Perce	ntage o	f Type I	ll provid Prot		/ing a P	erforma	nce
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rationale_					ready for Kin of the center		publicly repor	ting
What Data is Required?	Current requiteacher crec	irements inc lentials, teac	lude scores o her/child ratio	of the quality ons and use o	of adult/child of child asses	interactions, sments.	quality of cur	riculum,
How is The Data Collected?	. Varies by ind	licator. Eithe	r submitted o	nline or throu	ugh a survey,			
Frequency	Varies by indi	cator. Twice e	ach year for a	dult/child inter	action scores.	Annually for a	Il others.	
Calculation Methodology	Methodology simple coun		hometricly so	und for each	indicator. Sc	ore average:	s, average co	unts on
Data Manipulations	Sums and a	verages.						

Incomplete data submission until the reporting system is fully developed.

<u>Legislative/</u>	Act 3 of 2012 (Louisiana Legislature)
Mandates	Act 868 of 2014 (Louisiana Legislature)
	Federal Child Care and Development Block Grant Act S.1086 (U.S. Congress)

FY 2017-22	DUESTRA	IEGIC PL	AN DATA DOCUMEN	IATION FORM	95
RSD			RSD - INSTRUCTION	LAPAS CODE	25721
682A1.1				LAPAS KEY	к
Contact person	Kim Nesmith			LAPAS TYPE	OUTCOME
Who is responsible	for data collection?	Kim Nesmith			

<u>Objective</u>

2047

(KEY) The Recovery School district will provide services to students based on state student standards, such that 65.0% of the students meet or exceed the Basic or Above performance levels on the State-approved Criterion-Referenced English/Language Arts Test (CRT) for grades 3-8 in charter schools.

Performance Indicator Percentage of students who meet or exceed the Basic or Above performance levels on the criterion referenced tests in English/Language Arts for grades 3-8 in charter schools

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	56.5
Rationale_								
What Data is Required?	Annual stud	ent assessm	ent data					
How is The Data Collected?	. Student test	data is colled	cted by our a	ssessment te	st vendor an	d provided to	the LDOE	
Frequency	Once per yea	Ir						
Calculation Methodology				ed a proficien by the total nu				ding the
<u>Data</u> <u>Manipulations</u>	Charter scho indicator	ools are remo	oved from the	e results and a	aggregated s	pecifically for	r the reporting	g of this
Indicator Limitations	None							
Legislative/ Mandates	None							

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENT	ATION FORM	96
RSD	RSD -INSTRUCTION	LAPAS CODE	25722
682A1.2	12. 	LAPAS KEY	к
Contact person Kim Nesmith		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Kim Nesmith		

Objective

(KEY) The Recovery School district will provide services to students based on state student standards, such that 65.0% of the students meet or exceed the Basic or Above performance levels on the State-approved Criterion-Referenced English/Language Arts Test (CRT) for grades 3-8 in charter schools.

**Performance** Indicator

### Percentaage of students who meet or exceed the Basic or Above performance levels on the criterion referenced tests in Math for grades 3-8 in charter schools

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.8	
Rationale									
What Data is Required?	Annual stud	ent assessme	ent data						
How is The Data Collected?	Student test	data is collec	cted by our a	ssessment te	st vendor an	d provided to	LDOE		
Frequency	Once per yea	Ir							
Calculation Methodology	Students' tes number of s	sts are scored tudents scori	d and assigne	ed a proficien by the total nu	cy level. Per umber of stud	centage is d lents who to	erived by divi ok the test.	ding the	
<u>Data</u> <u>Manipulations</u>	Charter scho indicator.	ools are remo	ved from the	results and a	aggregated s	pecifically for	r the reporting	🤉 of this	
Indicator Limitations	None								
Legislative/ Mandates	None								

200				65 . CER				
RSD			RSD	- INSTRUCT	ON		LAPAS COD	
682A2.1							LAPAS KEY	К
Contact person	Kim Nesmith e for data collect		lesmith				LAPAS TYPE	OUTCOM
<u>Qbiective</u> (K sc	EY) The Reco chools showing	very School D adequate yea	istrict will provi arly progressas	de high qualit defined by th	y schools in all e School Acco	locations as untability Sys	exhibited by 60% tem.	6 of all
Performance Indicator						-	iate year ability Sy	÷
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.8%	N/A
<u>Rationale</u>			ed that Louisi % proficiency		ous academic	c goals in EL	A and mathem	atics
What Data is Required?	Testing Data	a, Graduation	is Data (first t	ime ninth gra	ade students			
How is The Data Collected?		es and are as					es are rreproted el determination	
	high school i	record for stu	idents. After	four years, e	nformation Sy xit reasons ar to verify gradu	e retrieved f	to determine th from the same	e first system
Frequency	Students parti calculated yea	icipate in state arly.	assessments	once each ac	ademic year in	the spring, a	nd graduation ra	ites are
<u>Calculation</u> <u>Methodology</u>	all students a predetermine goal is not m there was re	and for speci ed goal for th let, a second duction of at	fic subgroups le academic y step can be i least 10% in	, the first ste rear known a used. This s the number	p is to compa s the Annual tep is known	re the perce Measurable as Safe Har to were not	s (3-5, 6-8 and nt proficient to Objective (AM bor and it dete proficient. If th s (AYP).	the O). If the rmines if
	subgroups for the acade	or schools, Ll emic year. T	EAs, and the shere are three	state. The c additional s	urrent rate is	compared to to to	lents and for s a pre-determi try to meet the he prior year.	ned goal
	These data a	and reports a	re provided b	y the Office	of Academic F	Policy/Analyt	ics/Assessmei	nts.
<u>Data</u> Ma <u>nipulations</u>	identification	that might o	pplied for both ccur due to ve e calculations	ery small gro	check for AYF ups of studen	P testing. Th ts. No confi	is prevents ov dence interval	er- s are
Indicator	The NCLB la		replaced by E	001 00	7 0040 1	siana has th	o opportunity t	) propose
Limitations	a different m						e opportunity to	

FY 2017-2	2 DOE SI	<b>FRATEGI</b>	C PLAN	DATA DO	CUMEN	TATION	FORM	98
RSD			RSD		ON		LAPAS COL	DE 25724
682A2.2							LAPAS KEY	′ к
Contact person	Kim Nesmit	h					LAPAS TYP	
Who is responsibl	e for data collect	tion? Kim N	lesmith					
Objective (K	(EY) The Reco	verv School D	istrict will prov	ide high quality	/ schools in ali	llocations as	exhibited by 60	
s	chools showing	adequate yea	arly progressas	s defined by the	e School Acco	untability Sys	tem.	
		· · ·						
D. (								
Performance Indicator	Percent					of cours	ses tauq	ht by
	Percent		growth	in the n	umber o		ses taug	ht by
Indicator		tage of	growth Highly	in the n / Qualifi	umber o ed teac	hers		
FY 06-07	FY 07-08	tage of 9	growth	in the n	umber o		FY 13-14	ht by FY 14-15
Indicator		tage of	growth Highly	in the n / Qualifi	umber o ed teac	hers		
FY 06-07 N/A	FY 07-08	tage of 9	growth Highly FY 09-10	in the n / Qualifi FY 10-11	umber o ed teac FY 11-12	hers FY 12-13	FY 13-14	FY 14-15
FY 06-07 N/A Rationale What Data is	<b>FY 07-08</b> N/A	<b>FY 08-09</b> N/A	growth Highly FY 09-10	in the n / Qualifi FY 10-11 N/A	umber o ed teac FY 11-12 N/A	<b>hers</b> FY 12-13 N/A	FY 13-14	FY 14-15
FY 06-07	FY 07-08 N/A Student cals	FY 08-09 N/A	growth Highly FY 09-10 N/A	in the n / Qualifi FY 10-11 N/A	umber o ed teac FY 11-12 N/A	<b>hers</b> FY 12-13 N/A	FY 13-14	FY 14-15

Frequency Once per year (as of Oct 1)

<u>Calculation</u> <u>Methodology</u> Number of core courses taught by highly qualified teachers is divided by total number of core courses taught by all teachers to produce a percentage of core courses taught by highly qualified teachers

 Data
 Two years worth of highly qualified data are compared and the percent growth from one year to the next is calculated.

Indicator\_\_\_\_\_\_ With the passing of ESSA, highly qualified will no longer become a reporting requirement.

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

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	99
RSD			RSD		DN		LAPAS COL	DE 25725
682A2.3							LAPAS KEY	κ.
Contact person	Kim Nesmith						LAPAS TYF	E OUTCOME
Who is responsib	le for data collect	<u>ion?</u> Kim N	lesmith					
<u>Objective</u> (I	KEY) The Reco chools showing	very School D adequate yea	istrict will prov Irly progressas	ide high quality s defined by the	/ schools in all e School Acco	l locations as puntability Sys	exhibited by 60 tem.	% of all
Performance Indicator	Percei	ntage of	<sup>-</sup> studen	its who	graduat	te from	high scl	hool
	ann	ually w	ith a reg	gular dip	oloma ir	n charte	er schoo	ls
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	N/A	98.5%	N/A
Rationale_								
What Data is Required?	Cohort grad	uation rate						
How is The Data Collected?	Cohort grad	uation rate da	ata is collecte	ed in our data	systems and	l verified in o	our data certifi	cation
Frequency	Once per yea	r						
<u>Calculation</u> Methodology		e tracked as a raduates who			grade, and th	e rate is pro	duced based (	on the
<u>Data</u> Manipulations	Cohort grade this indicator		calculated se	eparately for o	charter schoo	ols (RSD) an	d reported as	such for
Indicator Limitations								
<u>Legislative/</u> Mandates	Data is sub	mitted to the	federal gover	rnment via ou	r federal rep	orting system	n (EDEN)	

FY 2017-2	2 DOE S	<b>TRATEGI</b>	C PLAN	DATA DO	OCUMEN	TATION	FORM	100
RECOVERY SCH	OOL	RECC	VERY SCHO	OL DISTRICT	- CONSTRUC	TION	LAPAS COD	24954
682B1.1							LAPAS KEY	к
Contact person	Ron Bordelo	n					LAPAS TYPE	
Who is responsib	le for data collec	tion? Micha	el Nathan					
F	Reconstruction	Master Plan , v all or renovate	which encomp historic proper	asses a 5-yer   rties and renov	plan, to demoli ate other build	ish nonhistorio	ecute the Orlean buildings, build t a 5% or less ch	new
Performance -	The RSD	) wll hav	/e a 5%	or less	change	order r	ate acros	se tha
Indicator				tfolio of				5 116
		CI1			open c		<b>&gt;</b>	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	5%	2.35%	1.16%	1.15%
Rationale_								
<u>What Data is</u> Required?	The amount changed	of total curre	ent constructi	on activity co	ntracts and th	ne number of	contracts that	have
How is The Data Collected?	. The data is	collected fron	n the contrac	ts managed l	by the Major (	Capitol Proje	cts Section.	
Frequency								
<u>Calculation</u> Methodology								
<u>Data</u> Manipulations								
ndicator imitations								
<u>egislative/</u> Mandates								

RECOVERY SCH	OOL	RECO	VERY SCHO		- CONSTRUC	TION	LAPAS COD	E 25147
682B1.2							LAPAS KEY	К
Contact person	Ron Bordelor	ו					LAPAS TYP	
Who is responsib	le for data collecti	on? Micha	el Nathan					
F S	KEY) The Recover Reconstruction Nation Recover Chools, mothbal ate across the e	laster Plan, v I or renovate	vhich encompa historic proper	asses a 5-yer j ties and renov	plan, to demoli ate other build	ish nonhistorio	: buildinas, build	d new 🔄
Performance Indicator	Numbe	er of su	bstantia	al comp	letion o	n new d	or renova	ated
				prope				
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	N/A	N/A	2	1	7
Rationale_	The rationale	of this indic	ator is to ens	sure the timely	y execution o	f the School	Facilities Mas	ter Plan.
What Data is Required?	A count of th	e number of	schools that	reach substa	intial complet	ion within the	eir specified tir	ne frame
How is The Data Collected?	. Project mana	agers report	on constructi	on progress,	which include	es substantia	al completion.	
Frequency	Quarterly							
Calculation Methodology	A count of the	e number of	projects that	reach substa	antial complet	ion in the sp	ecified time fra	ame
<u>Data</u> Manipulations	n/a							
Indicator Limitations	None							
Legislative/ Mandates	The Recove	ry School Di	strict has bee	en tasked with	n executing th	ne School Fa	cilites Master	Plan

#### FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 102

MINIMUM FOUNDATION PROGRAM	MINIMUM FOUNDATION PROGRAM	LAPAS CODE	8547
695A1.1		LAPAS KEY	к
Contact person Kim Nesmith		LAPAS TYPE	OUTPUT
Who is responsible for data collection?	Kristina Bradford		

Objective (KEY) Through the Minimum Foundation Program, in support of the Departmental Goals, to have students performing on grade level in math and ELA, provide funding to local school boards which provide services to students based on state student standards, such that 60.0% of the students meet or exceed proficient performance levels on the state-approved Criterion Referenced Tests (CRT), LEAP, and EOC.

### Percentage of students who score proficient on the English Language Arts (ELA), LEAP and EOC assessments

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
18%	18%	66%	68%	68%	70%	72%	70%	68.7%
Rationale	The indicate	or measures s	student achie	evement on Ll	EAP English	Language Ai	rts (ELA) (gra	ides 3-8).
What Data is Required?	The number	r of students : sh Language	scoring mast Arts	ery and above	e and the tota	al number of	students test	ted with
How is The Data Collected?	. Through stu	ident assessr	nent					
Frequency	Annually							
Calculation Methodology	of students	of students s scoring maste EAP ELA (g	ery or above	ery or above o on LEAP EL	n LEAP Engi A (grades 4,	ish Languag 8) divided by	e Arts (ELA) number of s	= number tudents
<u>Data</u> Manipulations								
Indicator Limitations								
Leoislative/								

Legislative/ Mandates

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENTAT	ION FORM	103
MINIMUM FOUNDATION	MINIMUM FOUNDATION PROGRAM	LAPAS CODE	8548
695A1.2		LAPAS KEY	к
Contact person Kim Nesmith		LAPAS TYPE	OUTPUT
Who is responsible for data collection?	Kristina Bradford		

**Objective** (KEY) Through the Minimum Foundation Program, in support of the Departmental Goals, to have students performing on grade level in math and ELA, provide funding to local school boards which provide services to students based on state student standards, such that 60.0% of the students meet or exceed proficient performance levels on the state-approved Criterion Referenced Tests (CRT), LEAP, and EOC.

#### Performance Indicator

#### Percentage of students who score proficient on the Math, **LEAP and EOC assessments**

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
13%	16%	66%	60%	68%	70%	69%	68%	59.8%	
Rationale_	The indicator	r measures s	student achiev	vement on LE	EAP Mathem	atics			
<u>What Data is</u> Required?	The number LEAP Mathe		scoring maste	ery and above	e and the tota	al number of	students test	ed with	
How is The Data Collected?	Through stud	dent assessn	nent						
Frequency	Annually								
Calculation Methodology	-	tery or above	on LEAP Ma	ry or above o athematics (g					
Data Maniputations									
Indicator Limitations									
Legislative/									

**Mandates** 

FY 2017-22	2 DOE STF	RATEGIC	PLAN	DATA DO	CUMEN	TATION	FORM	104
	ATION			OUNDATION F	ROGRAM		LAPAS CODE	8550
PROGRAM 695A2.1							LAPAS KEY	к
Contact person	Kim Nesmith						LAPAS TYPE	OUTPUT
Who is responsible	e for data collection	<u>n?</u> Sara Si	rickland					
	EY) The Minimu assroom staffing,							e
Performance Indicator		-		es taug ng withi	-	_	classroo fication	m
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
84.2%	89.82%	94.9%	96%	94%	94%	94%	89.4%	89.8%
<u>Rationale</u>	professions in	selecting en elect teacher	nployees. T	The rationale f	for providing	funding to lo	npete with othe cal school boa ch instruction t	rds is that
What Data is Required?	A class-by-cla	ss report of t	ihe grade le	evel and subje	ct(s) taught	by each teac	her is required	•
How is The Data Collected?		each school	district. The	ese data are t			e State Departi ined in the Tea	
Frequency	These data are	collected on a	an annual ba	sis.				
<u>Calculation</u> Methodology	teaching in are	eas of certific reas of certific	cation. Dividication to g	de the total nu	umber of tea	chers employ	chers employe yed by the total n teachers emp	number
Data Manipulations	Data are aggr	egated at the	e district and	d state levels.				
Indicator Limitations								
Legislative/ Mandates	Bulletin 746 R.S. 17:7.1							

FY 2017-22 DOE STRA	E STRATEGIC PLAN DATA DOCUMENTATION FORM 10					
	MINIMUM FOUNDATION PROGRAM	LAPAS CODE	15543			
695A2.2		LAPAS KEY	К			
Contact person Kim Nesmith		LAPAS TYPE	OUTPUT			
Who is responsible for data collection?	Sara Strickland					

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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
83.7%	82.43%	86%	86.7%	86.7%	87.2%	87.3%	81.5%	81.6%
Rationale_	professions	in selecting e select teach	mployees. 1	icts enables t The rationale prepared to de	for providing	funding to lo	cal school bo	oards is that
What Data is Required?	A class-by-c	lass report o	f the grade le	evel and subje	ect(s) taught	by each teac	her is require	ed.
How is The Data Collected?	Education b		district. The	a submission ese data are :MS).				
Frequency	These data a	re collected or	n an annual ba	isis.				
<u>Calculation</u> Methodology	teachers that	at are "Highly	Qualified" by	s in core acac the total nun fied" teachers	nber of teach	ers teaching	in core acad	emic areas
<u>Data</u> <u>Manipulations</u>	UNCLEAR <sup>-</sup> English, rea	TERMS: The	e term "core a age arts, ma	d state levels academic area tematics, scie hy.	as" defined ir			
Indicator Limitations				velop a mect			ired data for	special
Legislative/_ Mandates	No Child Le	eft Behind Ac	t					

FY 2017-22	2 DOE ST	RATEGIO	PLAN	DATA DO	CUMEN	TATION	FORM	106
MINIMUM FOUND	ATION				PROGRAM		LAPAS COD	E 9672
695A2.3							LAPAS KEY	S
Contact person	Kim Nesmith						LAPAS TYPE	
Who is responsible	e for data collecti	on? Sara S	trickland					
	(EY) The Minim assroom staffin						rds, which provid rds.	ie
Performance Indicator	Per	centage	of prir	ncipals (	certified	l in prin	cipalshi	р
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
95.6%	96.14%	97.5%	96.5%	96.7%	96.5%	97.3%	94%	93. <b>9%</b>
<u>Rationale</u>	professions i districts can	n selecting er	nployees. T strators that	he rationale possess the	for providing knowledge a	funding to la ind skills nee	ompete with ot local school boa eded to maintai	rds is that
What Data is Required?		thool report sh MS) verifying (					ertification Mar	nagement
How is The Data Collected?	Education by	each school ion (principals	district. The	e reports requ	ired follow:	ASR6W3R1	State Departm (total principal fied), staff defic	count)
Frequency	These data ar	e collected on	an annual ba	sis.				
Calculation Methodology	Total numbe	r of principals	certified div	vided by the to	otal number o	of principals.		
<u>Data</u> Manipulations	Data are ago	pregated at the	e district and	d state levels.				
Indicator Limitations								
<u>Legislative/</u> Mandates	Bulletin 746	and Louisian	a Revised S	itatute 17:7.1	(B)			

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM					
MININUM FOUNDATION PROGRAM		MINIMUM FOUNDATION PROGRAM	LAPAS CODE	5786	
695A3.1			LAPAS KEY	К	
Contact person	Charlotte Stevens		LAPAS TYPE	INPUT	
Who is responsible	e 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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
67	69	69	69	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 Local tax revenue reported by LEAs in the Annual Financial Report (AFR) Collected?									
Frequency	Data Collecti	on: Annually -	February; Dat	ta Reporting: A	nnually - Febr	uary			
Calculation Methodology	The Minimu	m foundation	Program (Bi	udget Letter)	callculates th	e local targe	ts for Level 1		
<u>Data</u> Manipulations	State								
Indicator Limitations									
<u>Legislative/</u> Mandates	Article VIII,	Sec 13 (B) L	A Constitutio	n; R.S. 17:7					

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM						
MINIMUM FOUNDA	TION	MINIMUM FOUNDATION PROGRAM	LAPAS CODE	5792		
695A3.2			LAPAS KEY	К		
Contact person	Charlotte Stevens		LAPAS TYPE	INPUT		
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.

<u>Performance</u>	
Indicator	

.

# Number of districts not meeting the 70% instructional expenditure mandate

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
12	18	12	33	32	37	.947	.943	.941
Rationale_				nstructional re district spen				
What Data is Required?	Instructional	l expenditure	s from Annua	al Financial R	eport (AFR)			
How is The Data Collected?	. Electronical	ly from the lo	cal school dis	stricts				
Frequency	Data Collection	on: Annually -	March; Data I	Reporting: An	nually - March			
Calculation Methodology	Calculation	set forth thro	ugh definition	n of 70% requ	irement			
<u>Data</u> Manipulations								
Indicator Limitations								
Logiclatival	A -0 -1 - 1700	0 40 (D) 1						

Legislative/ Article VIII, Sec 13 (B) LA Constitution; R.S. 17:7 Mandates

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	109
MINIMUM FOUND	ATION			OUNDATION	PROGRAM		LAPAS COD	E 5794
695A3.3							LAPAS KEY	к
Contact person	Charlotte Ste	evens					LAPAS TYPI	E OUTCOME
Who is responsib	le for data collect	ion? Charle	otte Stevens					
S	(EY) The Minii ufficient contrib irected to instru	ution of local d	Iollars, (2) the	requirement th	nat 70% of eac	ch district's ge	Il students throu neral fund expe	gh (1) a nditures be
Performance Indicator		Equi	itable di	istributi	on of M	FP doll	ars	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
-0.915	845	-0.954	-0.951	-0.949	-0.949	.947	.943	.941
Rationale_		e equitable a equires MFP					) regular sessi	on of the
<u>What Data is</u> <u>Required?</u>		dget Letter, L ollars (level 1		factor, Adjus	ted October	1 student me	embership, Act	ual total
How is The Data Collected?		local wealth AFR and SIS		membership	are collected	electronical	ly from the LE/	As and
Frequency	Data Collection	on: Annually -	February; Dat	a Reporting: /	Annually - Fet	oruary		
Calculation Methodology	variation usi		th factor and	the per pupil			cients and coef Calculations a	
<u>Data</u> Manipulations								
Indicator Limitations								

Legislative/ Mandates	Article VIII,	Sec. 13	(B) LA Cons	titution; R.S.	17:7

FY 2017	-22 DOE STRAT	<b>TEGIC PLAN DATA DOCUMENTAT</b>		110
NONPUBLIC ASSISTANCE		NONPUBLIC REQUIRED SERVICES	LAPAS CODE	5797
697A1			LAPAS KEY	к
Contact perso	n Charlotte Stevens		LAPAS TYPE	OUTPUT
Who is respor	sible for data collection?	Charlotte Stevens		
Objective	(KEY) The Nonpublic F expenditures.	Required Services Activity will maintain the reimburseme	ant rate of 55.76% of requ	ested
Performance Indicator	Percen	tage of requested expenditure	es reimbursed	1

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
53.52%	59.05%	57.30%	54.41%	51.87%	47.19%	61.48%	57.15%	55.76%	
<u>Rationale</u>	Measures the percentage of requested funds actually reimbursed.								
What Data is Nonpublic Required Services reimbursement request forms Required?									
How is The Data Collected?	How is The Data. The reimbursement request forms are audited to determine final payment allowable. Collected?								
Frequency	Data Collection	on: Annually -	May; Data Re	eporting: Annu	ially - May				
Calculation Methodology	The amount	of funds req	uested and a	llowed per the	e audits are o	compared to	appropriated	amount.	
Data Manipulations									
Indicator Limitations									

Legislative/ Mandates

R.S. 17:361-365

FY 2017-22	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	111
NONPUBLIC ASSI	STANCE		NONPUB	ILIC SCHOOL	LUNCH		LAPAS COD	DE 5802
697B1.1							LAPAS KEY	к
Contact person	Charlotte Ste	evens					LAPAS TYP	E OUTPU
Who is responsible	e for data collect	ion? John	Dupre					
	(EY) The Nonj art-time lunch e		unch Activity	will reimburse	\$6,625 for full	-time lunch er	nployees and \$	3,312 for
he		sinpioyees.						
Performance		Fligible	full-tim	e emplo	vees' re	eimhurs	ement	
Indicator	I	Lingibic		e emple	yees n			
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
\$5,151.00	\$5,027.00	\$6,094.00	\$6,153.00	\$5,881.00	\$5,905.00	\$6,286	\$6,350	\$6,625
<u>Rationale</u>				-time and pai te support for			unchroom wor	kers. This
What Data is Required?	Prior year la	bor budgets (	hat show full	-time and pai	rt-time schoo	l lunch empl	oyees	
How is The Data Collected?	011100 01 1 0	od and Nutriti public school		dgets submit	ted to OFN b	y each dioce	ese and nonpu	blic
Frequency	Data Collection provided ann		Labor budget	s available in A	August; Data I	Reporting: Ar	inually - Allocati	ons are
Calculation Methodology				ic school lunc irt-time rate p			er of full-time/p	art-time
<u>Data</u> Manipulations								
Indicator								

Limitations

Legislative/ R.S. 17:422.3 Mandates

FY 2017-2	2 DOE SI	RATEG	C PLAN	DATA DO	DCUMEN	TATION	FORM	112
NONPUBLIC ASSI	STANCE		NONPUE		LUNCH		LAPAS COD	E 5803
697B1.2							LAPAS KEY	к
Contact person	Charlotte Ste						LAPAS TYPE	Ε Ουτρυ
Who is responsibl	e for data collect	ion? John	Dupre					
	(EY) The Nonj art-time lunch e		Lunch Activity	will reimburse	\$6,625 for full	-time lunch er	nployees and \$3	3,312 for
Performance Indicator	E	Eligible	part-tim	e emplo	oyees' r	eimbur	sement	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
\$2,576.00	\$2,514.00	\$3,047.00	\$3,077.00	\$2,940.00	\$2,950.00	\$3,146	\$3,175	\$3,312
Rationale_				-time and pai te support for			unchroom worl	ers. This
What Data is Required?	Prior year la	bor budgets	that show full	-time and pai	rt-time schoo	l lunch empl	oyees	
How is The Data Collected?		od and Nutrit public schoo		dgets submit	ted to OFN b	y each dioce	ese and nonpul	olic
Frequency	Data Collection	on: Annually - ually.	labor budgets	available in A	ugust; Data R	eporting: Ann	ually - Allocation	is are
Calculation Methodology				c school lunc rt-time rate p			er of full-time/p	art-time
Data								

Data Manipulations

Indicator Limitations

Legislative/ Mandates R.S. 17:422.3

### FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 113

NONPUBLIC ASSISTANCE		NONPUBLIC SCHOOL LUNCH	LAPAS CODE	5806
697B1.3			LAPAS KEY	к
Contact person	Charlotte Stevens		LAPAS TYPE	OUTPUT
Who is responsible for data collection?		John Dupre		

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

Performance Indicator

## Number of full-time employees

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
1,000	1,035	879	874	912	923	871	859	818	
<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'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.								
<u>Data</u> Manipulations									
Indicator Limitations									

Legislative/ R.S. 17:422.3 Mandates

FY 2017-22	2 DOE ST	RATEGI		DATA DO	OCUMEN	TATION	FORM	114	
NONPUBLIC ASSI	STANCE		NONPUB	LIC SCHOOL	LUNCH		LAPAS COD	E 5807	
697B1.4							LAPAS KEY	к	
Contact person Charlotte Stevens LAPAS TYPE OUTPUT									
Who is responsible	Who is responsible for data collection? John Dupre								
	Objective (KEY) The Nonpublic School Lunch Activity will reimburse \$6,625for full-time lunch employees and \$3,312 for part-time lunch employees.								
Performance         Number of part-time employees									
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
140120		116	108	118	91	94	89	99	
Rationale_	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 la	bor budgets t	hat show full	-time and pai	rt-time schoo	l lunch empl	oyees		
How is The Data Collected?	How is The Data         Office of Food and Nutrition - labor budgets submitted to OFN by each diocese and nonpublic diocese nonpublic school.								
Frequency	guency Data Collection: Annually - labor budgets available in August; Data Reporting: Annually - Allocations are provided annually.								
Calculation Methodology									
<u>Data</u> Maniputations									
Indicator Limitations									

Legislative/ R.S. 17:422.3 Mandates

FY 2017-2	22 DOE STRAI	EGIC PLAN DATA DOCUMENTATIO	ON FORM	115
NONPUBLIC AS	SISTANCE	NONPUBLIC TEXTBOOK ADMINISTRATION	LAPAS CODE	5815
697C1.1			LAPAS KEY	к
Contact person	. Charlotte Stevens		LAPAS TYPE	OUTPUT
<u>Who is responsi</u>	ible for data_collection?	Jackie Bobbett		
		extbook Administration Activity, will provide 5.92% of the fu istrative costs incurred by public school systems.	nds allocated for nonp	oublic
Performance Indicator		Number of nonpublic studen	its	

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
116,136	116,240	116,499	116,241	114,431	112,445	110,992	112,170	112,733		
<u>Rationale</u>	Defines the program.	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.									
<u>Calculation</u> Methodology	Total textbook Administration appropriation is distributed evenly to all approved nonpublic schools. An administrative rate is callculated by taking the administrative amount as a percentage of the total textbook allocation.									
<u>Data</u> Manipulations										

Indicator Limitations

Legislative/ R.S. 17:353 Mandates

FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM							
NONPUBLIC ASSISTANCE		NONPUBLIC TEXTBOOK ADMINISTRATION	LAPAS CODE	5814			
697C1.2			LAPAS KEY	к			
Contact person	Charlotte Stevens		LAPAS TYPE	OUTPUT			
Who is responsibl	e for data collection?	Jackie Bobbett					

Who is responsible for data collection?

**Objective** (KEY) The Nonpublic Textbook Administration Activity will provide 5.92% of the funds allocated for nonpublic textbooks for the administrative costs incurred by public school systems.

Performance Indicator

### Percentage of textbook funding allocated for administration

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	5.92%	
<u>Rationale</u>	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?	<ul> <li>Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report</li> </ul>								
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.								
<u>Data</u> <u>Manipulations</u>									
Indiania									

Indicator **Limitations** 

Legislative/ R.S. 17:353 **Mandates** 

#### FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 117

NONPUBLIC ASSISTANCE		NONPUBLIC TEXTBOOKS	LAPAS CODE	5818
697D1			LAPAS KEY	к
Contact person	Charlotte Stevens		LAPAS TYPE	OUTPUT
Who is responsible for data collection?		Jackie Bobbett		

Objective (KEY) The Nonpublic Textbooks Activity will allocate to eligible nonpublic schools at a rate of \$27.02 per student for the purchase of books and other materials of instruction.

#### Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
\$3,137,994	\$3,145,977	\$3,147,805	\$3,147,399	\$3,091,926	\$3,038,266	\$2,999,001	\$3,030,848	\$3,045,573	
<u>Rationale</u>		Defines the nonpublic textbook reimbursement rate. Important to show the state's support for nonpublic schools.							
What Data is Required?	Number of nonpublic students - Annual School Report								
How is The Data Collected?	. Each nonpublic school/diocese submits an Annual School Report to DOE and the data are compiled in the Annual School Report								
<u>Frequency</u>	Data Collection: Annually; Data Reporting: Annually - Allocations are provided annually.								
Calculation Methodology	Each nonpublic school is allocated \$27.02 per student for nonpublic textbooks.								
<u>Data</u> Manipulations									
Indicator Limitations									

Legislative/	Article VIII, Sec.	13(A), LA	Constitution; R.S. 17:351
Mandates			

SPECIAL SCHOOL DISTRICT	SSD - ADMINISTRATION	LAPAS CODE	22149
699A1.1		LAPAS KEY	к
Contact person Allen Wall	ls	LAPAS TYPE	OUTCOME
Who is responsible for data coll	lection? Yollanda Oats		

Objective (KEY) The SSD-Administration Activity will employ professional staff such that a 5% average 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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
27.6%	13,75%	10%	8.15%	6.4%	10.7%	-14.35%	-13.2%	-13.47%			
<u>Rationale</u>	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 t	aught in SSC	), teachers in	SSD and the	ir Highly Qua	alified status,	and student	schedules			
How is The Data Collected?	Through ma schedules.	intenance of	a personnel (	database and	a student da	atabase whic	h includes co	ourses and			
Frequency		on: Annually - nd of the first o		l quarter (Octol	ber-Decembe	r); Data Repo	orting: Annually	y - Within 10			
<u>Calculation</u> Methodology	Education .		by dividing the	s is calculated e number of c							
<u>Data.</u> Manipulations		Percentage of courses taught in previous year times 10. In year one, the percentage is 40% times 10% growth. The expected growth in year two is 4%.									
Indicator Limitations											
Legislative/ Mandates											

SPECIAL SCHOOL DISTRICT	SSD - ADMINISTRATION	LAPAS CODE	20377
699A1.2		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

Objective

(KEY) The SSD-Administration Activity will employ professional staff such that a 5% average 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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15				
82%	94%	95%	94%	93%	93%	100%	100%	87%				
<u>Rationalę</u>	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?		number and number of pa		and positions	by district.							
How is The Data Collected?	Through ma	intence of a p	personnel dai	tabase, "All Jo	obs Report",	sorted in Exe	cel					
Frequency	Data Collectio Within 10 day	on: Semi-Annu rs of the end o	ally - Databas f the quarter	e maintained o	in an ongoing	basis; Data R	eporting: Sem	i-Annually -				
Calculation Methodology	Total numbe courses and	er of paraprof the number	essional posi successfully	tions, with the completing th	e number suc e ParaPro as	cessfully conservent	mpleting colle	ege credit				
<u>Data</u> Manipulations												
Indicator Limitations												
<u>Legislative/</u> <u>Mandates</u>												

FY 2017-2	2 DOE SI	RATEG	C PLAN	DATA DO	DCUMEN	TATION	FORM	120
SPECIAL SCHOO			SSD -	ADMINISTRA	TION		LAPAS COE	DE 5824
699A1.3							LAPAS KEY	к
Contact person	Allen Walls						LAPAS TYP	E OUTPU
Who is responsib	le for data collect	ion? Yolan	da Oats					
d	KEY) The SSD- emonstrated in taff will be High	the number o	f courses taugi	ht by a Highly	Qualified teacl	her and at lea	verage growth v ist 95% of parae	vill be educator
Performance Indicator			Number	of para	profess	ionals		
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
62	58	56	50	44	41	34	32	30
<u>Rationale</u>	provided to t employed.	he maximun The SSD Adr	extent possi ninistration w	ble, qualified ill employ pro	staff, certifie	d to provide ff such that i	that these sen these services in the SSD ins	s, must be
What Data is Required?			type of staff a professional		by district. paraeducator	s.		
How is The Data Collected?	. Through ma	intenance of	a personnel o	database, "A	ll Jobs Repor	t", sorted in	Excel	
Frequency	Data Collection days of the er	on: Quarterly nd of the quart	- Database ma er	aintained on a	n ongoing basi	s; Data Repo	rting: Quarterly	- Within 10
Calculation Methodology	Number of p	araeducator	positions					

Data Manipulations

Indicator Limitations

<u>Legislative/</u> Mandates

FY 2017-2	2 DOE SI	<b>FRATEGI</b>	C PLAN	DATA DO	CUMEN	TATION	FORM	121
SPECIAL SCHOO			SSD -	ADMINISTRA	ΓΙΟΝ		LAPAS COD	E 5825
699A2.1							LAPAS KEY	к
Contact person	Allen Walls						LAPAS TYPE	E EFFICIENC
Who is responsibl	le for data collect	tion? Yolan	da Oats					
SI	(EY) The SSD- upport, and dire mployees.	Administration	Activity will enstructional Pr	mploy adminisi ogram, and wh	rative personr o will compris	nel sufficient t ie 10.0% or le	o provide mana ss of the total a	gement, gency
Performance Indicator	Percer	ntage of	admini	strative	staff po	ositions	to total	staff
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
7.7%	7.8%	7%	6.71%	8%	8%	10.2%	10%	10%
Rationale What Data is Required?	students, ad will employ a instructional Data on the	Iministration r	nust be suffice personnel s d also will co type of staff a	cient to provid ufficient to pro mpose 10% d and positions	le support ar ovide manag or less of the by district	nd supervisio jement, supp instructional		nistration
How is The Data Collected?	. Through ma	intenance of	a personnel	database, "Al	Í Jobs Repor	t", sorted in I	Excel. Total n employed staff	
Frequency		ion: Quarterly nd of the quart		aintained on ar	n ongoing bas	is; Data Repo	rting: Quarterly	- Within 10
<u>Calculation</u> Methodology	supervisors,		ministrator; s				ant state direct ators) divided t	
Data Manipulations	Combined for	or total staff; s	separated for	• administrativ	e staff positi	ons		
Indicator Limitations								
Legislative/								

<u>Legislative/</u> <u>Mandates</u>

FY 2017-22	2 DOE ST	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	122
SPECIAL SCHOOL	. DISTRICT		SSD - /	ALL INSTRUC	TION		LAPAS COD	E 9678
699B1.1.1							LAPAS KEY	к
Contact person	Allen Walls						LAPAS TYPE	
Who is responsible	e for data collect	ion? Yoland	da Oats					
th	at there will be	4.0 students p cher in DOC (	er teacher in	OCDD (Office	of Citizens wit	h Developme	teacher/studen ntal Disabilities) ו OJJ (Office Ju	, 14
Performance Indicator		Ave	rage nu	imber of	f <mark>stude</mark> n	its serv	ed	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
615	682	653	561	499	481	487	437	385
Rationale_	adequate su teachers to s	pply of teach studets will be	ers must be e maintained	available to m within 25% o	neet individua f the prior ye	al instruction: ar's levels.	vidual student al needs. A ra	tio of
Required?		nats on the C				or students :	served. Data a	
How is The Data Collected?		a are collecte t database (J		om schools/pr	ograms. Mo	nthly reports	are generated	I from the
Frequency	Data Collectio database. quarter.	on: Ongoing, S		er student data eta Reporting:			of the last day	of the
Calculation Methodology	and Departm quarter. This classroom b	nent of Corre s results in the ased employ	ctions facilitie e average пц ees. The rat	es, monthly co imber of stud- io of employe	ensus data a ents served. d teachers to	re averaged Teachers in student rati	fice of Behavio by school/prog clude certifica os is calculate ployed teache	gram each ted ed by
<u>Data</u> Manipulations	Separated b	y facility						
Indicator Limitations								

Legislative/ Mandates

FY 2017-2	2 DOE ST	<b>IRATEGI</b>	C PLAN	DATA DO	CUMEN	TATION	FORM	123
SPECIAL SCHOO			SSD - A	ALL INSTRUC	TION		LAPAS COD	E 5829
699B1.1.2							LAPAS KEY	к
Contact person	Allen Walls						LAPAS TYP	E INPUT
Who is responsib	le for data collect	tion? Yolan	da Oats					
ti s	hat there will be	4.0 students p cher in DOC ([	per teacher in	OCDD (Office	of Citizens wit	h Developmer	teacher/studen ntal Disabilities) n OJJ (Office Ju	), 14
0	usice/ lacilities	•						
Performance Indicator			studen	ts per te	eacher i	in OBH	facilitie	S
Performance			studen	ts per te	eacher i	n OBH	facilitie FY 13-14	<b>S</b> FY 14-15
Performance Indicator	Nu	mber of		•				
Performance Indicator FY 06-07	Nu FY 07-08 5.2 To fulfill the adequate su	FY 08-09 5 goal of provid	FY 09-10 4,6 ding appropria	FY 10-11 3.8 ate education	FY 11-12 3.6 al services b neet individua	FY 12-13 7.1 ased on indi-	FY 13-14	<b>FY 14-15</b> 6.16 needs, an

#### <u>How is The Data</u> <u>Collected?</u> Through the maintenance of a personnel database, "All Jobs Report", sorted in Excel. Student data are generated from SSD student database.

Data Manipulations

Indicator Limitations

Legislative/ Mandates Data Reporting - Quarterly - Within 10 days

Frequency Ongoing - Student data are entered in the SSD database. 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.

FY 2017-22	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	124
SPECIAL SCHOOL	DISTRICT		SSD -	ALL INSTRUC	TION		LAPAS COD	E 5830
699B1.1.3							LAPAS KEY	к
Contact person	Allen Walls						LAPAS TYPE	E INPUT
Who is responsible	e for data collect	lion? Yolan	da Oats		_			
th	at there will be	4.0 students p cher in DOC (E	per teacher in	OCDD (Office	of Citizens wit	th Developme	teacher/studen ntal Disabilities) n OJJ (Office Ju	, 14
Performance Indicator	Nu	mber of	studen	ts per te	acher i	n OCDI	) facilitie	S
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
3.6	4.1	5.6	6.2	7	5.5	6.9	8	9.1
<u>Rationale</u>	adequate su	ipply of teach	ers must be		neet individua	al instruction	ividual student al needs. A ra	
What Data is Required?	Data on the OCDD facili	number of tea	achers emple the number	oyed by SSD and type of s	in OCDD fac	cilities; data o	database (JPA on the number ict. Data on th	served in
How is The Data Collected?		e maintenance ed from the S			, "All Jobs re	port", sorted	in Excel. Stud	lent data
Frequency	Data Collection database. The quarter.	on: Monthly - s	student data a	re generated fr Data F		arterly - Withi	n 10 days of the	last day of
<u>Calculation</u> <u>Methodology</u>	number of s employed te	tudents serve achers to stu	ed. Teachers dent ratios is	s include certi	ficated class y dividing the	room-based average nu	sults in the ave employees. T mber of studer	he ratio of
Data Manipulations								
Indicator Limitations								
Legislative/								

Mandates

FY 2017-2	2 DOE SI	RATEGI	C PLAN	DATA DO	CUMEN	TATION	FORM	125
SPECIAL SCHOOL			SSD - /	ALL INSTRUC	TION		LAPAS COD	E 5831
699B1.1.4							LAPAS KEY	к
Contact person	Allen Walls						LAPAS TYP	E INPUT
Who is responsibl	e for data collect	ion? Yolan	da Oats					
th	at there will be	4.0 students p cher in DOC (I	per teacher in	OCDD (Office	of Citizens wit	h Developme	teacher/studen ntal Disabilities) n OJJ (Office Ju	), 14
Performance Indicator	Nu	mber of	f studer	nts per t	eacher	in DOC	facilities	S
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
13.7	15	14.8	12.4	11.6	11.9	10.9	10	10
<u>Rationale</u>	adequate su	pply of teach	ers must be		neet individua	al instruction	ividual student al needs. A ra	
<u>What Data is</u> <u>Required?</u>	teachers em facilities. Da	ployed by SS	BD in DOC fa mber and typ	cilities; data o	on the numbe	er of student:	. Data on the s served in DC ta on the numb	C
How is The Data Collected?		maintenance			, "All Jobs Re	eport", sorteo	t in Excel. Stu	ident data
<u>Frequency</u>	Data Collectio database. quarter.	on: Monthly - S		re generated f ata Reporting:			of the last day	of the
<u>Calculation</u> Methodology	number of s employed te	tudents serve achers to stu	ed. Teachers dent ratios is	s include certi	ficated class y dividing the	room-based average nu	esults in the ave employees. T mber of studer	he ratio of
<u>Data</u> Manipulations								
Indicator Limitations								

Legislative/ Mandates

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	21080
699B1.1.5		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	INPUT
Who is responsible for data collection?	Yolanda Oats		

Objective (KEY) The SSD - All Instruction Activity, will maintain, in ech type of facility appropriate teacher/student ratios such that there will be 4.0 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 Juvenile Justice) facilities.

Performance Indicator

Number of students per teacher in OJJ facilities

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
7.2	8	8.7	8.5	7.1	6.4	7.1	7.3	7.5			
<u>Rationale</u>	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 tachers to students will be maintained within 25% of the prior year's levels.										
<u>What Data is</u> <u>Required?</u>	teachers em Data on the	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?	. Throagh and	Through the maintenance of a personnel database, "All Jobs Report," sorted in Excel. Student data are generated from the SSD student database.									
<u>Frequency</u>	Data Collectio database. quarter.	on: Monthly - S		re generated fi ata Reporting:			of the last day	of the			
<u>Calculation</u> <u>Methodology</u>	number of si employed te	tudents serve achers to stu	ed. Teachers dent ratios is	school/progra include certif calculated by d teachers sta	ficated classi dividing the	oom based average nu	employees.	The ratio of			
<u>Data</u> Manipulations											
Indicator Limitations											
Legislative/											

Mandates

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	20406
699B1.2.1		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

Objective (KEY) Th

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

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
83.6%	72%	62.5%	57%	68%	66.8%	73%	29.7%	39.25%		
<u>Rationale</u>	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?										
How is The Data Collected?	From data romail.	From data reported by each site. Reports are submitted quarterly from each site by fax, e-mail, or mail.								
<u>Frequency</u>	Data Collection	on: Quarterly	- Within 10 day	ys of the end o	f the quarter.					
Calculation Methodology	Numbers of compared w longer.	students in S <i>i</i> ith future sco	SD, their begores. Scores	ginning readir collected mus	ng score and st be for stud	their ending lents in atten	reading scor dance for six	e are months or		
<u>Data</u> Manipulations	Combined; o	disaggregatio	n by school a	and by teache	Γ.					
Indicator Limitations										
Legislative/ Mandates										

SPECIAL SCHOOL DISTRICT	SPECIAL SCHOOL DISTRICT - ALL INSTRUCTION	LAPAS CODE	23257
699 <b>B1.2.2</b>		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

<u>Objective</u>

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

Performance Indicator

## Percentage of students in the DOC facilities demonstrating one month instruction in math

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
N/A	N/A	N/A	N/A	N/A	N/A	62.2%	50.5%	40%			
Rationale_		This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.									
What Data is Required?	The Test of This assess	The Test of Adult Basic Education (TABE) is used to calculate this measure for our DOC students. This assessment is given quarterly and reported quarterly.									
How_is The Data Collected?	The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.										
Frequency	TABE is give	n quarterly and	reported quar	rterly.							
<u>Calculation</u> Methodology	month for m	onth growth t	arget. (Ex: Ba	ed and 3 mont aseline asses e goal is 5.4).	sment of 5.1	ded to set ti grade equiv	ne individual s alency and th	student's nen three			
<u>Data</u> <u>Manipulations</u>	N/A										
Indicator Limitations	Students are impacts the	e required to I number of sti	be enrolled fo udents includ	or at least 6 m led.	onths to be i	ncluded in th	is indicator.	This			
Legislative/ Mandates	We are mai	ndated by leg	islation to pro	ovide special (	education se	rives in the C	OC facilities	•			

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	23260
699B1.2.3		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

Objective

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

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
N/A	N/A	N/A	N/A	N/A	N/A	78	32	32		
Rationale	This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.									
What Data is Required?	The Test of Adult Basic Education (TABE) is used to calculate this measure for our DOC students. This assessment is given quarterly and reported quarterly.									
How is The Data Collected?	formulas an	The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.								
Frequency	TABE is give	n quarterly and	l reported qua	rterly.						
Calculation Methodology	month for m	onth growth i	arget. (Ex: B	ed and 3 mon aseline asses e goal is 5.4)	sment of 5.1					
<u>Data</u> Manipulations	N/A									
Indicator Limitations			be enrolled fo udents includ	or at least 6 m led.	nonths to be i	included in th	nis indicator.	This		
<u>Legislative/</u> Mandates	We are ma	ndated by leg	islation to pro	ovide special	education se	rives in the (	DOC facilities	i.		

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	23259
699B1.2.4		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

<u>Objective</u>

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

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38%			
<u>Rationale</u>		This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.									
What Data is Required?				ABE) is used in difference of the second sec		his measure	for our OJJ s	students.			
How_is The Data Collected?	formulas an	The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.									
Frequency	TABE is give	n quarterly and	f reported qua	rterly.							
<u>Calculation</u> <u>Methodology</u>	month for m	onth growth i	target. (Ex: B	ed and 3 mon aseline asses le goal is 5.4)	ssment of 5.1	dded to set t I grade equiv	he individual valency and tl	student's nen three			
<u>Data</u> <u>Manipulations</u>	N/A										
Indicator Limitations		e required to number of st		or at least 6 n led.	nonths to be	included in tl	nis indicator.	This			
<u>Legislative/</u> Mandates	We are ma	ndated by leg	gislation to pr	ovide special	education se	erives in the (	OJJ facilities.				

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	25726
699B1.2.5		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

<u>Objective</u>

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

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
N/A	N/A	N/A	N/A	N/A	N/A	62.3%	N/A	30%			
<u>Rationale</u>	This indicate of time since	This indicator measures student achievement and gives us the ability to do so over small increments of time since our students are very fluid.									
What Data is Required?	The Test of This assess	The Test of Adult Basic Education (TABE) is used to calculate this measure for our OJJ students. This assessment is given quarterly and reported quarterly.									
How is The Data Collected?	formulas an	The data is derived from TABE data report system and collected via an Excel spreadsheet with formulas and calculations built in. Principals submit this data each quarter on given deadlines. Central office staff then verify and calculate the one month increase.									
Frequency	TABE is give	n quarterly and	l reported qua	rterly.							
<u>Calculation</u> Methodology	month for m	onth growth i	arget. (Ex: B	ed and 3 mon aseline asses e goal is 5.4).	sment of 5.1	dded to set tl grade equiv	ne individual alency and th	student's nen three			
<u>Data</u> <u>Manipulations</u>	N/A										
Indicator Limitations	Students are impacts the	e required to number of st	be enrolled fo udents includ	or at least 6 m led.	ionths to be i	ncluded in th	is indicator.	This			
Legislative/ Mandates	We are mai	ndated by leg	islation to pro	ovide special	education se	rives in the C	OJJ facilities.				

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	24049
699B1.3.1		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

Objective (k

(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

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
N/A	N/A	N/A	N/A	N/A	N/A	95.6%	98%	97%		
Rationale_	This indicator measures student satisfaction and agreement/disagreement that our services are valuable and engaging.									
What Data is Required?	A quarterly s	A quarterly student survey is given to enrolled students.								
How is The Data Collected?	· mo ourroy	The survey is given by teachers (students can be anonymous), the data calculated utilizing a rubric, and verified by principals and central office staff quarterly.								
<u>Frequency</u>	The survey is	The survey is given quarterly and reported quarterly.								
<u>Calculation</u> Methodology	scale of 1 (u satisfaction Total numbe	insatisfied), 2 and engagem	(neutral), or tent, while a who are sati	ed by adding t 3 (satisfied) is score of 0-16 sfied out of the fied.	s used. A tota indicates dis	al score of 1 satisfaction	7-24 indicates and disengage	s student jement.		
Data Manipulations	N/A									
Indicator Limitations	N/A									
Legislative/ Mandates	We are mai	ndated by leg	islation to pro	ovide special	education se	rives in the (	OC facilities	•		

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	24050
699B1.3.2		LAPAS KEY	κ
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	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 facilities agreeing that they are receiving valuable educational experiences and are actively engaged in class

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
N/A	N/A	N/A	N/A	92%	85%	76.7%	84%	80%		
<u>Rationale</u>	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?										
How is The Data Collected?	Each school	Each school will report required data quarterly by fax, email, or mail.								
Frequency	Data collectio	n occurs quar	erly within 10	days of the end	d of the quarte	ər.				
Calculation Methodology	Schools will instructional	report the pe time.	rcent of stude	ents who acki	nowledge tha	at they are ac	tively engage	ed during		
<u>Data</u> <u>Manipulations</u>	Manipulatior	ns combined;	disaggregati	on by school						
Indicator Limitations										
Legislative/ Mandates										

SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	24051
699B1.3.3		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	Yolanda Oats		

<u>Objective</u>

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

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15				
N/A	N/A	N/A	N/A	88%	92.7%	96.7%	92.7%	92%				
<u>Rationale</u>	providing stu SSD will ens	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 i then aggreg	composite information is collected via student surveys and submitted quarterly. This information is nen aggregated for SSD and disaggregated by school.										
How_is_The_Data_ Collected?	Each school	Each school will report required data quarterly by fax, email, or mail.										
Frequency	Data collectio	on occurs quar	terly within 10	days of the en	d of the quarte	er.						
Calculation Methodology	Schools will instructional	report the pe time.	rcent of stude	ents who ack	nowledge that	at they are ac	ctively engage	ed during				
Data Manipulations	Manipulatior	ns combined;	disaggregati	on by school								
Indicator Limitations												
<u>Legislative/</u> Mandates												

# FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 135 SPECIAL SCHOOL DISTRICT SSD - ALL INSTRUCTION LAPAS CODE 24052 699B1.3.4 LAPAS KEY K Contact person Allen Walls LAPAS TYPE OUTPUT

Who is responsible for data collection? Yolanda Oats

Objective (KEY) The SSD - All Instruction Activity will have students agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15		
N/A	N/A	N/A	N/A	79.7%	84.2%	89%	90%	88%		
<u>Rationate</u>	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 i then aggreg	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	Each school will report required data quarterly by fax, email, or mail.								
Frequency	Data collectio	in occurs quar	terly within 10	days of the en	d of the quarte	er.				
Calculation Methodology	Schools will instructional	report the pe time.	rcent of stud	ents who ack	nowledge tha	at they are ac	ctively engage	ed during		
<u>Data</u> <u>Manipulations</u>	Manipulatior	ns combined;	disaggregati	on by school						
Indicator Limitations										
<u>Legislative/</u> Mandates										

# FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 136 SPECIAL SCHOOL DISTRICT SSD - ALL INSTRUCTION LAPAS CODE 24053 699B1.4.1 LAPAS KEY K Contact person Allen Walls LAPAS TYPE OUTCOME

Who is responsible for data collection? Yolanda Oats

<u>Objective</u> (KEY) The SSD - All Instruction Activity will have students in OCDD and mental health facilities demonstrate positive behavior as shown by 80% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior.

Performance Indicator

## Percentage of students in OCDD facilities demonstrating positive behavior

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
N/A	N/A	N/A	N/A	73%	86.8%	91%	90%	95%			
<u>Rationale</u>	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 is 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 re	quired data c	luarterly by fa	ix, email, or r	mail					
Frequency	Data collectio	n occurs quar	erly, within 10	days of the en	id of the quart	er.					
Calculation Methodology	Schools will	report the pe	rcent of stude	ents who dem	ionstrate pos	sitive behavio	ors.				
<u>Data</u> Manipulations											

Indicator Limitations

Legislative/ Mandates

FY 2017-22 DOE STRA	TEGIC PLAN DATA DOCUMENTA	TION FORM	137
SSD	SSD - ALL INSTRUCTION	LAPAS CODE	24054
699B1.4.2		LAPAS KEY	к
Contact person Allen Walls		LAPAS TYPE	OUTCOME
Who is responsible for data collection?	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 mental health facilities demonstrating positive behavior

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
N/A	N/A	N/A	N/A	93.6%	92.6%	90%	97%	96%
<u>Rationale</u>	performance	ositive studer e. To fulfill St demonstrate	SD's goal of i	ill lead to incre ncreasing pos aviour.	eased studer sitive behavio	nt engageme ors, 70% of s	ent and acade students is OC	emic CDD
What Data is Required?	Data from be aggregated t	ehavior check for SSD and	klists/tracking disaggregate	g charts will be d by school.	e submitted o	quarterly. Th	is information	n is then
How is The Data Collected?	Each school	will report re	quired data c	quarterly by fa	ix, email, or r	nail		
Frequency	Data collectio	n occurs quar	erly, within 10	days of the en	d of the quart	er.		
Calculation Methodology	Schools will	report the pe	rcent of stude	ents who dem	ionstrate pos	sitive behavio	ors.	
Data Manipulations								
In diamatan								

Indicator Limitations

Legislative/ Mandates

FY 2017-22 DOE STRAT	EGIC PLAN DATA DOCUMENTA	TION FORM	138	
SPECIAL SCHOOL DISTRICT	SSD - ALL INSTRUCTION	LAPAS CODE	24055	
699B1.5.1		LAPAS KEY	к	
Contact person Allen Walls		LAPAS TYPE	OUTPUT	
Who is responsible for data collection?	Yolanda Oats			

Objective (KEY) The SSD - All Instruction Activity will have Mental Health and OJJ facilities having a decrease in the number of dropouts as shown by a 3% decrease in the students labeled "Dropout" by the DOE in these facilities.

#### Performance Indicator Decrease in the percentage of students labeled "Dropout" by the DOE in mental health facilities

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15				
N/A	N/A	N/A	N/A	4.7%	4.8%	-8%	5%	0%				
<u>Rationale</u>		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	Data on the number of dropouts in OBH facilities is needed.										
How is The Data Collected?	Dropout dat	Dropout data is collected and reported by the DOE.										
<u>Frequency</u>	Data produce	ed once annua	lly									
Calculation Methodology	DOE calcula	ates dropout (	data.									
<u>Data</u> Manipulations	Manipulation	ns sorted by f	acility									
Indicator Limitations												
Legislative/												

Legistative/ Mandates

FY 2017-22 DOE	STRATEGIC PLAN DATA DOCUMENTA	TION FORM	139
SSD	SSD - ALL INSTRUCTION	LAPAS CODE	24056
699B1.5.2		LAPAS KEY	к
Contact person Allen Wal	lls	LAPAS TYPE	OUTPUT
Who is responsible for data col	llection? 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 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15				
N/S	N/A	N/A	N/A	.04%	3.9%	0%	0%	77%				
<u>Rationale</u>	To fulfill the numbr of st	o 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	ata on the number of dropouts in OJJ facilities is needed.										
How_is The Data Collected?	Dropout dat	ropout data is collected and reported by the DOE.										
Frequency	Data produce	ed once annua	lly									
<u>Calculation</u> Methodology	DOE calcula	ates dropout (	data.									
<u>Data</u> Manipulations	Manipulatio	ns sorted by f	acility									
Indicator Limitations												
Legislative/												

<u>Legislative/</u> Mandates

FY 2017-2	2 DOE ST	RATEG	C PLAN	DATA DO	OCUMEN	TATION	FORM	140	
SPECIAL SCHOOL DISTRICT			SSD - ALL INSTRUCTION				LAPAS CODE	24057	
699B1.6				LAPAS KEY	к				
Contact person	Allen Walls						LAPAS TYPE	OUTCOM	
Who is responsible	le for data collecti	on? Yolan	da Oats						
Objective (H	(EY) The SSD 5% will attain a	All Instructio	n Activity will p eing discharge	rovide special ed.	education ser	vices to stude	nts in DOC facilit	ies so that	
Performance	_								
Indicator	Percer	ntage of	fstuden	its in DO	DC facili	ities to	attain a G	ED	
FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	
N/A	N/A	N/A	N/A	9.4%	12.5%	18.6%	11%	12%	
Rationale_	To fulfill the g SSD will ens a GED.	goal of provid ure that all s	ding students tudents achie	with individu eve success,	alized instruc such that 159	tion and allo % of adult co	wing maximum rrectional stude	growth, nts attain	
What Data is Required?	Data on the number of students receiving a GED is needed.								
How is The Data Collected?	Data is colled	cted from ea	ch adult corre	ectional facilit	у.				
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 combined; disaggregated by school								

Indicator Limitations

<u>Legislative/</u> Mandates

#### FY 2017-22 DOE STRATEGIC PLAN DATA DOCUMENTATION FORM 141 SPECIAL SCHOOL DISTRICT **SSD - ALL INSTRUCTION** LAPAS CODE 24058 LAPAS KEY κ 699B1.7 Contact person Allen Walls LAPAS TYPE OUTCOME **Yolanda Oats**

Who is responsible for data collection?

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

Performance Indicator

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

FY 06-07	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15			
N/A	N/A	N/A	N/A	76.9%	79.3%	60.7%	38%	58%			
<u>Rationale</u>	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?	2 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.										
<u>Data</u> Manipulations	Manipulations combined; disaggregated by school										
Indicator Limitations											
Legislative/ Mandates											