



LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION (BESE)

STRATEGIC PLAN

(in accordance with Act 1465 of 1997)

FY 2017-2018 through FY 2021-2022

June 2016

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Introduction

The Louisiana State Board of Elementary and Secondary Education (BESE) has the constitutional and statutory authority to make policy decisions that govern the public education system of the state. It also exercises budgetary responsibility for all funds appropriated or allocated by the state for schools under its jurisdiction.

The Board's multi-member structure, composed of both elected and appointed individuals, enhances and broadens citizen representation, making it more likely that education decisions will be broadly accepted by the public. Board members can help bring a long-term perspective of education into the political process. They are valuable advocates within government for the interests of children and youth and for the overall educational needs of society.

The Board appoints the State Superintendent of Education who, in turn, directs the Department of Education to implement policies; provide quality assistance to the systems and schools; and make recommendations for programs and procedures that are effective, efficient, and research based.

It is appropriate, therefore, that the Board of Elementary and Secondary Education and the Department of Education are guided by a common vision and mission. The two strategic plans for these two agencies will reflect some shared goals and responsibilities while clearly differentiating the unique role played by each.

Vision

A quality public education system of such excellence that all children are given the opportunity to develop to their fullest potential; the system ranks at the top nationally based on student indicators; and businesses, families, and individuals from across the nation are attracted to the state.

Mission

The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.

(Authorization: Louisiana State Constitution, Article VIII, Preamble, Sections 3 and 15; La. R.S. 17:1 et seq.)

Program: Administration

The Board shall supervise and control public elementary, secondary, and BESE special schools, and shall have budgetary responsibility over schools and programs under its jurisdiction.

(Authorization: Louisiana State Constitution, Article VIII, Section 4; La. R.S. 17:7)

Program: Louisiana Quality Education Support Fund – 8(g)

The Board, through the Louisiana Quality Education Support Fund Program, shall annually allocate proceeds from the 8(g) fund for elementary and secondary educational purposes to improve the quality of education.

(Authorization: Louisiana State Constitution, Article VII, Section 10.1; La. R.S. 17:3801)

Philosophy

The Board of Elementary and Secondary Education believes that every child is valued and every child will learn, and the future of the state and its quality of life depends on an educated citizenry. BESE is committed to making informed policy decisions that will result in improved academic achievement and educational opportunities for all students.

Goals

- I. BESE will provide leadership in setting an education agenda for the continuous improvement of public education, as measured by student and school achievement.
- II. BESE will strive to improve financing of public education, as measured by the effective and efficient use of human and financial resources.

(Authorization: Louisiana State Constitution, Article VIII, Sections 3, 13, and 15; La. R.S. 17:1 et seq.)

Strategic Plan Goals, Objectives, Indicators, and Strategies

Strategic Goal A

Expand high-quality P-12 college-and-career-ready pathways that align to workforce demands

Benchmark Objectives and Performance Indicators

- A. Increase student participation in and completion rates of rigorous courses
 - a. Input: Prior school year student participation rate in Advanced Placement (AP)/International Baccalaureate (IB) and/or dual enrollment courses
 - b. Outcome: Current school year student participation rate in AP/IB and/or dual enrollment courses
 - c. Input: Prior school year student completion rate of AP/IB and/or dual enrollment courses
 - d. Outcome: Current school year student completion rate of AP/IB and/or dual enrollment courses
- B. Increase in the percentage of students graduating high school college and career ready
 - a. Input: Prior school year college- and career-ready cohort graduation rate
 - b. Output: Percentage of students scoring 18 or higher on the ACT
 - c. Output: Percentage of students passing AP/IB and/or dual enrollment courses
 - d. Outcome: Current school year college- and career-ready cohort graduation rate
- C. Increase in the average student score on a college- and career-ready assessment
 - a. Input: Prior school year average student score on the ACT
 - b. Input: Prior school year percentage of students scoring above benchmark on the PLAN
 - c. Output: Current school year percentage of students scoring above benchmark on the ACT
 - d. Outcome: Current school year average student score on the ACT

Implementation Strategies

- ✓ Develop an integrated early childhood network that is outcomes based
- ✓ Successfully implement the Louisiana Student Standards and corresponding assessments
- ✓ Further define college and career readiness, establish a goal, and work to achieve that goal
- ✓ Develop rigorous college- and career-path diplomas that prepare students to succeed in their next steps
- ✓ Expand rigorous course options that link to workforce opportunities, and leverage online opportunities and the community and technical college system, where appropriate

Strategic Goal B

Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success

Benchmark Objectives and Performance Indicators

- A. Increase in the percentage of educators who earn a rating of Effective or higher
 - a. Input: Prior school year percentage of educators earning a rating of Effective or higher
 - b. Outcome: Current school year percentage of educators earning a rating of Effective or higher
- B. Increase in the percentage of students who are proficient
 - a. Input: Prior school year percentage of students who passed all state assessments taken
 - b. Output: Number of students in current school year who passed all state assessments taken
 - c. Outcome: Current school year percentage of students who passed all state assessments taken
- C. Increase in the percentage of preparation programs found to be effective
 - a. Input: Prior school year percentage of preparation programs found to be effective
 - b. Outcome: Current school year percentage of preparation programs found to be effective

Implementation Strategies

- ✓ Build and support the leadership capacity of practicing and potential school leaders
- ✓ Maintain rigorous program approval and certification policies, including traditional and alternative pathways, to ensure teachers are classroom ready and leaders are school ready
- ✓ Continue implementation and refinement of the Compass evaluation system
- ✓ Develop a professional learning system, based on data from Compass, which supports continuous growth through feedback, individualized activities, and reflection

Strategic Goal C

Maintain a system of high-quality and accountable educational options for students and families

Benchmark Objectives and Performance Indicators

- A. Increase in school- and district-level performance scores
 - a. Input: Prior school year percentage of schools improving performance scores
 - b. Outcome: Current school year percentage of schools improving performance scores
 - c. Input: Prior school year percentage of districts improving performance scores
 - d. Outcome: Current school year percentage of districts improving performance scores
- B. Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success
 - a. Input: Prior school year percentage of charter schools either earning a grade of B or higher or increasing by at least one letter grade in the accountability system
 - b. Input: Number of charter schools in current year earning a letter grade in the accountability system
 - c. Output: Number of charter schools in current year earning a grade of B or higher in the accountability system
 - d. Output: Number of charter schools in current year increasing by at least one letter grade in the accountability system
 - e. Outcome: Current school year percentage of charter schools either earning a grade of B or higher or increasing by at least one letter grade in the accountability system
 - f. Quality: Percentage of eligible charter school contracts that are renewed
- C. Increase in the percentage of Recovery School District (RSD)-managed schools eligible to return to their home districts
 - a. Input: Prior school year percentage of RSD-managed schools eligible to return to their home districts
 - b. Output: Percentage of RSD-managed schools improving performance scores
 - c. Outcome: Current school year percentage of RSD-managed schools eligible to return to their home districts

Implementation Strategies

- ✓ Provide students with multiple high-quality educational setting options
- ✓ Increase outcomes for all students through a performance-based system that meets the individual needs of each child
- ✓ Support expansion of high-quality charter schools and hold them accountable for results
- ✓ Maintain a strong accountability system that measures results at all levels — student, staff¹, school, district, and state
- ✓ Oversee and support the turnaround of failing schools by local districts or, as a last resort, through the Recovery School District

¹ Per Act 1078 of the 2003 Regular Session, 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.

Strategic Goal D

Use limited resources in the most strategic and equitable ways possible to increase and support student achievement

Benchmark Objectives and Performance Indicators

- A. Annual passage of a Minimum Foundation Program (MFP) formula by BESE
 - a. Outcome: Current year passage of MFP formula by BESE
 - b. Efficiency: Average MFP state base per pupil amount
- B. Increase in the percentage of projects funded through 8(g) that raise student achievement
 - a. Input: Prior year percentage of 8(g) projects that raise student achievement
 - b. Outcome: Current year percentage of 8(g) projects that raise student achievement
- C. Maintain evaluation and audit rates of at least 50 percent for 8(g)-funded projects
 - a. Input: Current year number of 8(g)-funded projects
 - b. Output: Current year number of 8(g) projects evaluated
 - c. Output: Current year number of 8(g) projects audited
 - d. Quality: Current year evaluation rate of 8(g) projects
 - e. Quality: Current year audit rate of 8(g) projects

Implementation Strategies

- ✓ Annually create and approve an equitable and adequate MFP formula that rewards increases in student outcomes
- ✓ Effectively and efficiently manage the 8(g) grant program
- ✓ Allocate 8(g) funds in a manner that furthers the goals of the Strategic Plan
- ✓ Support the Louisiana Department of Education in pursuit of additional funds that align with the goals of the Strategic Plan

Appendix

Benefits to Principal Clients and Users

- Students will benefit by being afforded an equal opportunity to develop to their full potential and graduate college and career ready.
- Teachers/Administrators will benefit from an enhanced talent system that prepares, supports, and continuously builds the capacity of educators to increase student success.
- Schools/School Districts will benefit from a results-oriented system focused on supporting and improving academic achievement.
- Policymakers/Administration will benefit from BESE policies that set standards for information management and program assessment to consider for future decision-making purposes.
- Citizens will benefit from an educated and trained workforce to support a vital and growing economy.

External Factors

- Local school board statutory and constitutional authority
- Local program implementation and management
- Federal mandates
- Legislative actions and unfunded mandates
- Court rulings
- Levels of community involvement
- Socioeconomic demographics
- State dollars available for appropriation

Program Evaluation

- Operational plan
- Performance audits and financial and statistical audits
- Legislative Sunset review
- Reports to the Legislature
- Audit and program evaluation
- Evaluation of the State Superintendent
- Public hearings
- BESE Annual Report
- Certification data

Explanation of Avoidance of Duplication of Effort

The legal authority establishing BESE as a policymaking board precludes duplication of effort.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: A – Increase student participation in and completion rates of rigorous courses.

Indicator Name: A – Prior school year student participation rate in AP/IB and/or dual enrollment courses.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of student participation in rigorous courses — defined as Advanced Placement (AP)/International Baccalaureate (IB) and/or dual enrollment courses — for the prior school year.
3. **Use:** This indicator will be compared against the current school year participation rate and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Course participation data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who participated in AP/IB and/or dual enrollment courses in the prior year, as compared to the total student population for that year.
7. **Scope:** The indicator is aggregated; it combines participation data for several types of rigorous courses. However, the data will be de-duplicated so participating students are counted only once, even if they were enrolled in multiple rigorous courses. The indicator can be broken down by district, school, or course type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: A – Increase student participation in and completion rates of rigorous courses.

Indicator Name: B – Current school year student participation rate in AP/IB and/or dual enrollment courses.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of student participation in rigorous courses — defined as AP/IB and/or dual enrollment courses — for the current school year.
3. **Use:** This indicator will be compared against the prior school year participation rate and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Course participation data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who participate in AP/IB and/or dual enrollment courses in the current year, as compared to the total student population for that year.
7. **Scope:** The indicator is aggregated; it combines participation data for several types of rigorous courses. However, the data will be de-duplicated so participating students are counted only once, even if they are enrolled in multiple rigorous courses. Further, the indicator can be broken down by district, school, or course type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: A – Increase student participation in and completion rates of rigorous courses.

Indicator Name: C – Prior school year student completion rate of AP/IB and/or dual enrollment courses.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of student completion of rigorous courses — defined as AP/IB and/or dual enrollment courses — for the prior school year.
3. **Use:** This indicator will be compared against the current school year completion rate and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Course completion data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who completed AP/IB and/or dual enrollment courses in the prior year, as compared to the total student population for that year.
7. **Scope:** The indicator is aggregated; it combines completion data for several types of rigorous courses. However, the data will be de-duplicated so students are counted only once, even if they have completed multiple rigorous courses. The indicator can be broken down by district, school, or course type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: A – Increase student participation in and completion rates of rigorous courses.

Indicator Name: D – Current school year student completion rate of AP/IB and/or dual enrollment courses.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of student completion of rigorous courses — defined as AP/IB and/or dual enrollment courses — for the current school year.
3. **Use:** This indicator will be compared against the prior school year completion rate and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Course completion data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who complete AP/IB and/or dual enrollment courses in the current year, as compared to the total student population for that year.
7. **Scope:** The indicator is aggregated; it combines completion data for several types of rigorous courses. However, the data will be de-duplicated so students are counted only once, even if they complete multiple rigorous courses. The indicator can be broken down by district, school, or course type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: B – Increase in the percentage of students graduating high school college-and-career ready.

Indicator Name: A – Prior school year college- and career-ready cohort graduation rate.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of students who graduating college and career ready for the prior school year.
3. **Use:** This indicator will be compared against the current school year college- and career-ready cohort graduation rate and used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student graduation results released by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method.
6. **Calculation Methodology:** The calculation is based on the number of students who graduated college and career ready in the prior year, as compared to all students in their cohort.
7. **Scope:** The indicator is aggregated; it combines students who are considered to be college and career ready based on various criteria.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: B – Increase in the percentage of students graduating high school college-and-career ready.

Indicator Name: B – Percentage of students scoring 18 or higher on the ACT.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students scoring an 18 or higher on the ACT, since students who achieve these scores are considered to be college and career ready.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student ACT assessment results released by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who score an 18 or above on the ACT, as compared to the total number of Louisiana students who complete the ACT.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of the ACT in one school year. The indicator can be broken down by district, school, grade, or test administration on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: B – Increase in the percentage of students graduating high school college-and-career ready.

Indicator Name: C – Percentage of students passing AP/IB and/or dual enrollment courses.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students receiving a passing grade in AP/IB and/or dual enrollment courses, all of which contribute to students' college and career readiness.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** The source of the data is the student course-taking database maintained by the Louisiana Department of Education. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who complete AP/IB and/or dual enrollment courses with a passing grade, as compared to the total student population.
7. **Scope:** The indicator is aggregated; it combines completion data for several types of college- and career-readiness courses. However, the data will be de-duplicated so students are only counted once, even if they successfully complete multiple courses. The indicator can be broken down by district, school, or course type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: B – Increase in the percentage of students graduating high school college-and-career ready.

Indicator Name: D – Current school year college- and career-ready cohort graduation rate.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of students who graduate college and career ready for the current school year.
3. **Use:** This indicator will be compared against the prior school year college- and career-ready cohort graduation rate and used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student graduation results released by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method.
6. **Calculation Methodology:** The calculation is based on the number of students who graduate college and career ready in the current year, as compared to all students in their cohort.
7. **Scope:** The indicator is aggregated; it combines students who are considered to be college and career ready based on various criteria.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: C – Increase in the average student score on a college- and career-ready assessment.

Indicator Name: A – Prior school year average student score on the ACT.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the average student score on the ACT for the prior year. Students who achieve an 18 or higher are considered to be college and career ready.
3. **Use:** This indicator will be compared against the current school year average student score on the ACT and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student ACT assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the mean ACT score achieved by Louisiana students in the prior year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of the ACT in one school year. The indicator can be broken down by district, school, grade, or test administration on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: C – Increase in the average student score on a college- and career-ready assessment.

Indicator Name: B – Prior school year percentage of students scoring above benchmark on the PLAN.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students who scored above the state benchmark level on the PLAN — an ACT-series test administered to 10th grade students — in the prior school year.
3. **Use:** This indicator will be compared against the current school year percentage of students scoring above benchmark on the ACT and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student PLAN assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who scored above the state benchmark level on the PLAN in the prior year, as compared to the total number of Louisiana students who completed the PLAN that year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state. The indicator can be broken down by district or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: C – Increase in the average student score on a college- and career-ready assessment.

Indicator Name: C – Current school year percentage of students scoring above benchmark on the ACT.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students who scored above the state benchmark level on the ACT — administered to 11th grade students — in the current year. Students who score an 18 or higher on the ACT are considered to be college and career ready.
3. **Use:** This indicator will be compared against the prior school year percentage of students scoring above benchmark on the PLAN and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student ACT assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who scored above the state benchmark level on the ACT in the current year, as compared to the total number of Louisiana students who completed the ACT that year.
7. **Scope:** The indicator is aggregated: it combines scoring data for students across the state and from multiple administrations of the ACT in one school year. The indicator can be broken down by district, school, grade, or test administration on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: A – Create high-quality P-12 college- and career-ready pathways that align to workforce demands.

Objective: C – Increase in the average student score on a college- and career-ready assessment.

Indicator Name: D – Current school year average student score on the ACT.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the average student score on the ACT for the current year. Students who achieve an 18 or higher are considered to be college and career ready.
3. **Use:** This indicator will be compared against the prior school year average student score on the ACT and used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student ACT assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the mean ACT score achieved by Louisiana students in the current year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of the ACT in one school year. The indicator can be broken down by district, school, grade, or test administration on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: A – Increase in the percentage of educators who earn a rating of Effective or higher.

Indicator Name: A – Prior school year percentage of educators earning a rating of Effective or higher.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of educators earning a rating of Effective or higher on Compass, the state’s educator evaluation system, in the prior school year. BESE and the Louisiana Department of Education are working to ensure there is an effective teacher in every classroom and an effective principal leading every school.
3. **Use:** This indicator will be compared against the current school year percentage of educators earning an Effective or higher and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Teacher and leader evaluation data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of educators who received a Compass final rating of Effective or higher in the prior year, as compared to the total number of educators who received any Compass final rating that year.
7. **Scope:** The indicator is aggregated; it combines evaluation rating data for educators across the state in various positions (e.g., classroom teachers, librarians, professional school counselors, principals, assistant principals, and academic deans). “Effective or higher” includes the following ratings: Effective: Emerging; Effective: Proficient; and Highly Effective. The indicator can be broken down by district, school, grade, educator type, or effectiveness rating on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: A – Increase in the percentage of educators who earn a rating of Effective or higher.

Indicator Name: B – Current school year percentage of educators earning a rating of Effective or higher.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of educators earning a rating of Effective or higher on Compass, the state’s educator evaluation system, in the current school year. BESE and the Louisiana Department of Education are working to ensure there is an effective teacher in every classroom and an effective principal leading every school.
3. **Use:** This indicator will be compared against the prior school year percentage of educators earning an Effective or higher and used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Teacher and leader evaluation data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of educators who receive a Compass final rating of Effective or higher in the current year, as compared to the total number of educators who receive any Compass final rating that year.
7. **Scope:** The indicator is aggregated; it combines evaluation rating data for educators across the state in various positions (e.g., classroom teachers, librarians, professional school counselors, principals, assistant principals, and academic deans). The indicator can be broken down by district, school, grade, educator type, or effectiveness rating on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: B – Increase in the percentage of students who are proficient.

Indicator Name: A – Prior school year percentage of students who passed all state assessments taken.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students who passed all state-administered assessments taken in the prior school year.
3. **Use:** This indicator will be compared against the current school year percentage of students passing all state assessments and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who earned scores in the proficient range or higher on all state-administered assessments taken in the prior school year, as compared to the total number of Louisiana students who participated in state assessments that year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple tests, including grade-level and end of course exams. The indicator can be broken down by district, school, grade, test, or tested subject on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: B – Increase in the percentage of students who are proficient.

Indicator Name: B – Number of students in current school year who passed all state assessments taken.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the number of students who passed all state-administered assessments taken in the current school year.
3. **Use:** This indicator will contextualize Objective B – Indicator C, the current school year percentage of students passing all state assessments. It will also be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who earn scores in the proficient range on all state-administered assessments taken in the current school year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple tests, including grade-level and end of course exams. The indicator can be broken down by district, school, grade, test, or tested subject on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: B – Increase in the percentage of students who are proficient.

Indicator Name: C – Current school year percentage of students who passed all state assessments taken.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students who passed all state-administered assessments taken in the current school year.
3. **Use:** This indicator will be compared against the prior school year percentage of students passing all state assessments and used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Annual student assessment results maintained by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of students who earn scores in the proficient range or higher on all state-administered assessments taken in the current school year, as compared to the total number of Louisiana students who participate in state assessments that year.
7. **Scope:** The indicator is aggregated: it combines scoring data for students across the state and from multiple tests, including grade-level and end of course exams. The indicator can be broken down by district, school, grade, test, or tested subject on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: C – Increase in the percentage of preparation programs found to be effective.

Indicator Name: A – Prior school year percentage of preparation programs found to be effective.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of educator preparation programs found to be effective in the prior school year under Louisiana’s Teacher Preparation Accountability System, Educational Leadership Accountability System, or other state-administered evaluation systems.
3. **Use:** This indicator will be compared against the current school year percentage of preparation programs found to be effective and will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Evaluation data on preparation programs collected by the Louisiana Department of Education and the Board of Regents will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of preparation programs that were found to be effective in the prior year, as compared to the total number of preparation programs that received any rating that year.
7. **Scope:** The indicator is aggregated; it combines evaluation rating data for educator preparation programs across the state. The indicator can be broken down by institution, educator type, or effectiveness rating on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education and Board of Regents will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov; Dr. Jeanne Burns, Associate Commissioner for Teacher and Leadership Initiatives, 225-342-4253, jeanne.burns@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: B – Develop a talent system that recruits, prepares, supports, retains, and continuously builds the capacity of teachers and leaders to ensure student success.

Objective: C – Increase in the percentage of preparation programs found to be effective.

Indicator Name: B – Current school year percentage of preparation programs found to be effective.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of educator preparation programs found to be effective in the current school year under Louisiana’s Teacher Preparation Accountability System, Educational Leadership Accountability System, or other state-administered evaluation systems.
3. **Use:** This indicator will be compared against the prior school year percentage of preparation programs found to be effective and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Evaluation data on preparation programs collected by the Louisiana Department of Education and the Board of Regents will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of preparation programs that are found to be effective in the current year, as compared to the total number of preparation programs that receive any rating that year.
7. **Scope:** The indicator is aggregated; it combines evaluation rating data for educator preparation programs across the state. The indicator can be broken down by institution, educator type, or effectiveness rating on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education and Board of Regents will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov; Dr. Jeanne Burns, Associate Commissioner for Teacher and Leadership Initiatives, 225-342-4253, jeanne.burns@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: A – Increase in school- and district-level performance scores.

Indicator Name: A – Prior school year percentage of schools improving performance scores.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of Louisiana schools whose prior year School Performance Score (SPS) represented an increase over their SPS from two years prior. SPS calculations are based on student achievement on state standardized tests and additional measures of students success, such as credit accumulation and completion of rigorous courses, and graduation.
3. **Use:** This indicator will be compared against the current school year percentage of schools that showed SPS improvement and will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** School performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of schools whose prior year SPS represented an increase over their SPS from two years prior. This number will be compared to the total number of schools that received any SPS for those two years.
7. **Scope:** The indicator is aggregated; it includes school performance data from school year A and school year B, as well as the growth in SPS that occurred between the two years. The indicator can be broken down by school year, raw SPS, growth in SPS, or by district or school.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: A – Increase in school- and district-level performance scores.

Indicator Name: B – Current school year percentage of schools improving performance scores.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of Louisiana schools whose current year SPS represented an increase over their prior year SPS. SPS calculations are based on student achievement on state standardized tests and additional measures of students success, such as credit accumulation and completion of rigorous courses, and graduation.
3. **Use:** This indicator will be compared against the prior school year percentage of schools that showed SPS improvement and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** School performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of schools whose current year SPS represents an increase over their prior year SPS. This number will be compared to the total number of schools that received any SPS for those two years.
7. **Scope:** The indicator is aggregated; it includes school performance data from school year B and school year C, as well as the growth in SPS that occurred between the two years. The indicator can be broken down by school year, raw SPS, growth in SPS, or by district or school.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: A – Increase in school- and district-level performance scores.

Indicator Name: C – Prior school year percentage of districts improving performance scores.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of Louisiana districts whose prior year District Performance Score (DPS) represented an increase over their DPS from two years prior. DPS calculations are based on student achievement on state standardized tests and additional measures of students success, such as credit accumulation and completion of rigorous courses, and graduation.
3. **Use:** This indicator will be compared against the current school year percentage of districts that showed DPS improvement and will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** District performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of districts whose prior year DPS represented an increase over their DPS from two years prior. This number will be compared to the total number of districts that received any DPS for those two years.
7. **Scope:** The indicator is aggregated; it includes district performance data from school year A and school year B, as well as the growth in DPS that occurred between the two years. The indicator can be broken down by school year, raw DPS, growth in DPS, or by district on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: A – Increase in school- and district-level performance scores.

Indicator Name: D – Current school year percentage of districts improving performance scores.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of Louisiana districts whose current year DPS represented an increase over their prior year DPS. DPS calculations are based on student achievement on state standardized tests and additional measures of students success, such as credit accumulation and completion of rigorous courses, and graduation.
3. **Use:** This indicator will be compared against the prior school year percentage of districts that showed DPS improvement and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** District performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of districts whose current year DPS represents an increase over their prior year DPS. This number will be compared to the total number of districts that received any DPS for those two years.
7. **Scope:** The indicator is aggregated: it includes district performance data from school year A and school year B, as well as the growth in DPS that occurred between the two years. The indicator can be broken down by school year, raw DPS, growth in DPS, or by district.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: B – Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success.

Indicator Name: A – Prior school year percentage of charter schools either earning a grade of B or higher or increasing by at least one letter grade in the accountability system.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of charter schools that either:
1) received a grade of B or higher (on an A – F scale) in the state accountability system in the prior year, or 2) increased by at least one letter grade from two years prior to the prior year.
3. **Use:** This indicator will be compared against the current year indicator and will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Charter school performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of charter schools that earned a grade of B or higher for the prior year, or increased by at least one letter grade from two years prior to the prior year. Data will be de-duplicated to ensure that charter schools falling in both of these categories are only counted once. The resulting number of schools will be compared to the total number of charter schools that received any letter grade from the state that year to calculate the percentage reported for this indicator.
7. **Scope:** The indicator is aggregated; it combines charter schools that received a grade of B or higher and those that increased by at least one letter grade. The indicator can be broken down to disaggregate these categories, or by letter grade, district, charter type, or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Adam Hawf, Assistant Superintendent, Portfolio, adam.hawf@la.gov; Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: B – Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success.

Indicator Name: B – Number of charter schools in the current year earning a letter grade in the accountability system.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the number of charter schools that received any grade (on an A – F scale) for the current year under Louisiana’s school accountability system.
3. **Use:** This indicator will contextualize Objective B – Indicator E, the current school year percentage of charters earning a grade of B or higher or increasing by at least one letter grade. It will also be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Charter school performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the total number of charter schools that earn any letter grade for the current year.
7. **Scope:** The indicator is aggregated; it includes charter schools across the state that perform at all levels. The indicator can be broken down by letter grade, district, charter type, or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Adam Hawf, Assistant Superintendent, Portfolio, adam.hawf@la.gov; Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: B – Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success.

Indicator Name: C – Number of charter schools in the current year earning a letter grade of B or higher in the accountability system.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the number of charter schools that received a grade of B or higher (on an A – F scale) for the current year under Louisiana’s school accountability system.
3. **Use:** This indicator will contextualize Objective B – Indicator E, the current school year percentage of charters earning a grade of B or higher or increasing by at least one letter grade. It will also be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Charter school performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the total number of charter schools that earn a letter grade of B or higher for the current year.
7. **Scope:** The indicator is aggregated; it includes charter schools across the state that perform at multiple levels. The indicator can be broken down by letter grade, district, charter type, or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Adam Hawf, Assistant Superintendent, Portfolio, adam.hawf@la.gov; Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: B – Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success.

Indicator Name: D – Number of charter schools in the current year increasing by at least one letter grade in the accountability system.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the number of charter schools that increased by at least one letter grade (on an A – F scale) from the prior year to the current year under Louisiana’s school accountability system.
3. **Use:** This indicator will contextualize Objective B – Indicator E, the current school year percentage of charters earning a grade of B or higher or increasing by at least one letter grade. It will also be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Charter school performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of charter schools that increase by at least one letter grade from the prior year to the current year.
7. **Scope:** The indicator is aggregated; it includes charter schools across the state that perform at multiple levels. The indicator can be broken down by letter grade, district, charter type, or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Adam Hawf, Assistant Superintendent, Portfolio, adam.hawf@la.gov; Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: B – Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success.

Indicator Name: E – Current school year percentage of charter schools either earning a grade of B or higher or increasing by at least one letter grade in the accountability system.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of charter schools that either: 1) received a grade of B or higher (on an A – F scale) in the state accountability system in the current year, or 2) increased by at least one letter grade from the prior year to the current year.
3. **Use:** This indicator will be compared against the prior year indicator and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Charter school performance data collected by the Louisiana Department of Education will serve as the data source. This data lags by at least a year due to the calculation method. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of charter schools that earn a grade of B or higher for the current year, or increase by at least one letter grade from the prior year to the current year. Data will be de-duplicated to ensure that charter schools falling in both of these categories are only counted once. The resulting number of schools will be compared to the total number of charter schools that received any letter grade from the state that year to calculate the percentage reported for this indicator.
7. **Scope:** The indicator is aggregated; it combines charter schools that receive a grade of B or higher and those that increased by at least one letter grade. The indicator can be broken down to disaggregate these categories, or by letter grade, district, charter type, or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Adam Hawf, Assistant Superintendent, Portfolio, adam.hawf@la.gov; Kim Nesmith, Data Quality Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: B – Increase in the number of high-quality charter schools, through program expansion and contract renewal based on student academic success.

Indicator Name: F – Percentage of eligible charter school contracts that are renewed.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Quality – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of eligible charter school contracts that have been renewed by the appropriate authorizer (district or state).
3. **Use:** This indicator will be used to show charter schools' success in meeting state- and charter-defined goals and will be used for outcomes-based budgeting.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Charter school renewal data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of eligible charter schools approved for contract renewal, as compared to the total number of charter schools eligible for renewal that year.
7. **Scope:** The indicator is aggregated; it combines contract renewal and non-renewal data for charter schools across the state. The indicator can be broken down by renewal status, district, charter type, or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Adam Hawf, Assistant Superintendent, Portfolio, adam.hawf@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: C – Increase in the percentage of Recovery School District (RSD)-managed schools eligible to return to their home districts.

Indicator Name: A – Prior school year percentage of RSD-managed schools eligible to return to their home districts.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of RSD-managed schools that were eligible to return to their home district in the prior year.
3. **Use:** This indicator will be compared against the current year percentage of RSD-managed schools eligible to return to their home district and will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** School performance data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of RSD-managed schools deemed eligible to return to their home district in the prior year, as compared to the total number of RSD-managed schools whose eligibility for return was considered that year.
7. **Scope:** The indicator is aggregated; it combines schools from several areas of the state that are all managed by the RSD. The indicator can be broken down by home district or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Holly Reid, Executive Director of Policy, 504-373-6200, holly.reid@rsdla.net

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: C – Increase in the percentage of RSD-managed schools eligible to return to their home districts.

Indicator Name: B – Percentage of RSD-managed schools improving performance scores.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output – Support
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of RSD-managed schools whose current year School Performance Score (SPS) represented an increase over their prior year SPS. SPS calculations are based on student achievement on state standardized tests and additional measures of students success, such as credit accumulation and completion of rigorous courses, and graduation.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** School performance data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of RSD-managed schools whose current year SPS represents an increase over their prior year SPS. This number will be compared to the total number of RSD-managed schools that received any SPS for those two years.
7. **Scope:** The indicator is aggregated; it includes school performance data from school year B and school year C, as well as the growth in SPS that occurred between the two years. The indicator can be broken down by school year, raw SPS, growth in SPS, home district, or school upon request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Holly Reid, Executive Director of Policy, 504-373-6200, holly.reid@rsdla.net

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: C – Maintain a system of high-quality and accountable educational options for students and families.

Objective: C – Increase in the percentage of RSD-managed schools eligible to return to their home districts.

Indicator Name: C – Current school year percentage of RSD-managed schools eligible to return to their home districts.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of RSD-managed schools that were eligible to return to their home district in the current year.
3. **Use:** This indicator will be compared against the prior year percentage of RSD-managed schools eligible to return to their home district and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** School performance data collected by the Louisiana Department of Education will serve as the data source. Data collection will occur on an annual basis consistent with the timing of the school year, and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of RSD-managed schools deemed eligible to return to their home district in the current year, as compared to the total number of RSD-managed schools whose eligibility for return is considered that year.
7. **Scope:** The indicator is aggregated; it combines schools from several areas of the state that are all managed by the RSD. The indicator can be broken down by home district or school on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Holly Reid, Executive Director of Policy, 504-373-6200, holly.reid@rsdla.net

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: A – Annual passage of a Minimum Foundation Program formula by BESE.

Indicator Name: A – Current year passage of MFP formula by BESE.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** This indicator shows whether or not BESE passed the MFP formula in the current year.
3. **Use:** This indicator will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Board meeting agendas, minutes, and related backup material will serve as the data sources. Since BESE is tasked with passing the MFP formula on an annual basis, data collection and reporting will occur annually.
6. **Calculation Methodology:** The response is based on BESE members' action, where a positive response to this indicator reflects their passage of an MFP formula.
7. **Scope:** The indicator is not aggregated.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** BESE will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Heather Cope, Executive Director, 225-342-5840, heather.cope@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: A – Annual passage of a Minimum Foundation Program formula by BESE.

Indicator Name: B – Average MFP state base per-pupil amount.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Efficiency – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the average MFP state base per-pupil amount.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** The MFP formula will serve as the data source. Since BESE is tasked with passing the MFP formula on an annual basis, data collection and reporting will occur annually.
6. **Calculation Methodology:** Data for this indicator is calculated and established in the MFP formula, which is based on the cost of the Minimum Foundation Program of education in Louisiana.
7. **Scope:** The indicator is aggregated; it includes per-pupil data for students across the state.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The Louisiana Department of Education will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Heather Cope, Executive Director, 225-342-5840, heather.cope@la.gov; Beth Scioneaux, Deputy Superintendent for Finance, 225-342-3617, beth.scioneaux@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: B – Increase the percentage of projects funded through 8(g) that raise student achievement.

Indicator Name: A – Prior year percentage of 8(g) projects that raise student achievement.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** Projects are required to provide measurable objectives to show the impact that the implementation of the project will have on student performance. This indicator measures the percentage of 8(g) projects implemented in the prior year that met or exceeded their stated objectives in the prior year.
3. **Use:** This indicator will be used for internal management and future funding purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Self-reported performance data from 8(g) projects will serve as the data source. Project administrators will provide a description of the evaluation methods they used to determine success and student improvement, along with project results and supportive data.
6. **Calculation Methodology:** The calculation is based on the number of projects indicating that they improved student achievement in the prior year, as compared to the total number of 8(g) projects operating that year.
7. **Scope:** The indicator is aggregated; it combines performance data for all types of 8(g) projects. The indicator can be broken down by type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE 8(g) staff will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Tripeaux, Director of 8(g) Programs, 225-342-8727, kimberly.tripeaux@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: B – Increase the percentage of projects funded through 8(g) that raise student achievement.

Indicator Name: B – Current year percentage of 8(g) projects that raise student achievement.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Outcome – Key
2. **Rationale, Relevance, Reliability:** Projects are required to provide measurable objectives to show the impact that the implementation of the projects will have on student performance. This indicator measures the percentage of 8(g) projects implemented that met or exceeded the stated objectives in the current year.
3. **Use:** This indicator will be used for internal management and future funding purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Self-reported performance data from 8(g) projects will serve as the data source. Project administrators will provide a description of the evaluation methods they used to determine project success and student improvement, along with project results and supportive data.
6. **Calculation Methodology:** The calculation is based on the number of projects indicating that they improved student achievement in the current year, as compared to the total number of 8(g) projects operating that year.
7. **Scope:** The indicator is aggregated; it combines performance data for all types of 8(g) projects. The indicator can be broken down by project type on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE 8(g) staff will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Kim Tripeaux, Director of 8(g) Programs, 225-342-8727, kimberly.tripeaux@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: C – Maintain evaluation and audit rates of at least 50 percent for 8(g)-funded projects.

Indicator Name: A – Current year number of 8(g)-funded projects.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Input – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the number of 8(g) projects funded in the current year. It reflects the depth of the 8(g) projects and serves as the base number from which quality indicator percentages are determined.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** The total number of projects funded by BESE will serve as the data source.
6. **Calculation Methodology:** The calculation is based on the sum total number of 8(g) projects funded in the current year.
7. **Scope:** The indicator is aggregated and includes all funded projects for the current year.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** BESE staff will maintain the 8(g) database and ensure information is recorded accurately.
10. **Responsible Person:** Daria Martin, Accountant Administrator, 225-342-5846; daria.martin@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: C – Maintain evaluation and audit rates of at least 50 percent for 8(g)-funded projects.

Indicator Name: B – Current year number of 8(g) projects evaluated.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output - Support
2. **Rationale, Relevance, Reliability:** This indicator reflects the number of 8(g) projects evaluated in the current year. It shows the depth of one of the accountability procedures associated with the 8(g) program.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** The number of projects assigned to contracted outside evaluators will serve as the data source. Evaluation information is kept on file in the BESE office and tracked to completion. Assignments are made annually in November and are completed by the following September.
6. **Calculation Methodology:** The calculation is based on the total number of projects assigned to evaluators in the current year.
7. **Scope:** The indicator is aggregated and includes all projects that are evaluated.
8. **Caveats:** The number of projects to be evaluated is limited by funds available in the budget, by number of evaluators selected, and by geographical distribution of projects.
9. **Accuracy, Maintenance, Support:** BESE staff will maintain the 8(g) database and ensure information is recorded accurately.
10. **Responsible Person:** Daria Martin, Accountant Administrator, 225-342-5846, daria.martin@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: C – Maintain evaluation and audit rates of at least 50 percent for 8(g)-funded projects.

Indicator Name: C – Current year number of 8(g) projects audited.

Indicator LaPAS PI Code: New

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Output - Support
2. **Rationale, Relevance, Reliability:** This indicator reflects the number of 8(g) projects audited in the current year. It shows the depth of one of the accountability procedures associated with the 8(g) program.
3. **Use:** This indicator will be used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Audit assignment data, maintained by BESE, will serve as the data source. Current audit assignments are based on projects that closed during the prior year. Audit assignments are prepared annually and tracked to completion in the 8(g) Accounting database.
6. **Calculation Methodology:** The calculation is based on the total number of projects assigned to the auditor in the current year.
7. **Scope:** The indicator is aggregated and includes all projects that are audited.
8. **Caveats:** The number of projects to be audited can be impacted by the number of auditors on staff, as site visits require travel throughout the state.
9. **Accuracy, Maintenance, Support:** BESE staff will maintain the 8(g) Accounting database and ensure information is recorded accurately.
10. **Responsible Person:** Daria Martin, Accountant Administrator, 225-342-5846, daria.martin@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: C – Maintain evaluation and audit rates of at least 50 percent for 8(g)-funded projects.

Indicator Name: D – Current year evaluation rate of 8(g) projects.

Indicator LaPAS PI Code: 4867

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Quality Indicator - Key
2. **Rationale, Relevance, Reliability:** This indicator provides the evaluation rate of 8(g) projects for the current year. It measures the impact of the evaluation component of the accountability procedures associated with this program.
3. **Use:** This indicator will be used to determine the effectiveness of the evaluation process and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Contracted evaluator assignments and total projects funded, both maintained by BESE, will serve as the data source. The evaluation cycle begins in November of each year and data is reported annually.
6. **Calculation Methodology:** The calculation is based on the number of evaluations assigned in the current year divided by the total number of projects operating in the current year.
7. **Scope:** The indicator is aggregated and includes all projects that are evaluated.
8. **Caveats:** This indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** BESE staff will maintain the 8(g) database and ensure information is recorded accurately.
10. **Responsible Person:** Daria Martin, Accountant Administrator, 225-342-5846, daria.martin@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Quality Education Support Fund – 8(g)

Goal: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

Objective: C – Maintain evaluation and audit rates of at least 50 percent for 8(g)-funded projects.

Indicator Name: E – Current year audit rate of 8(g) projects.

Indicator LaPAS PI Code: 4865

For each performance indicator in the strategic plan, address the following:

1. **Type and Level:** Quality Indicator - Key
2. **Rationale, Relevance, Reliability:** This indicator provides the audit rate of 8(g) projects for the current year. It measures the cost effectiveness of the auditing process. It also indicates the level of fiscal compliance of local agencies receiving 8(g) funds.
3. **Use:** This indicator will be used to determine the effectiveness of the audit process and will be used for outcomes-based budgeting purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection, Reporting:** Audit assignment spreadsheets and total projects funded, both maintained by BESE, will serve as the data source. The auditing cycle begins in September each year for projects implemented in the previous fiscal year and is reported semi-annually.
6. **Calculation Methodology:** The calculation is based on the number of audits assigned in the current year divided by the total number of projects operating in the current year.
7. **Scope:** The indicator is aggregated and includes all projects that are audited.
8. **Caveats:** This indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** BESE staff will maintain the 8(g) Accounting database and ensure information is recorded accurately.
10. **Responsible Person:** Daria Martin, Accountant Administrator, 225-342-5846, daria.martin@la.gov

Strategic Planning Checklist

Planning Process

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

Analysis Tools Used

- SWOT analysis
- Cost/benefit analysis
- Financial audit(s)
- Performance audit(s)
- Program evaluation(s)
- Benchmarking for best management practices
- Benchmarking for best measurement practices
- Stakeholder or customer surveys
- Undersecretary Management report (Act 160 Report) used
- Other analysis or evaluation tools used
If so, identify: _____

Attach analysis projects, reports, studies, evaluations, and other analysis tools.

Stakeholders (Customers, Compliers, Expectation Groups, Others) identified

- Involved in planning process
- Discussion of stakeholders included in plan process documentation

Authorization for goals

- Authorization exists
- Authorization needed
- Authorization included in plan process documentation

External Operating Environment

- Factors identified and assessed
- Description of how external factors may affect plan included in plan process documentation

Formulation of Objectives

- Variables (target group; program & policy variables; and external variables) assessed
- Objectives are SMART

Building Strategies

- Organizational capacity analyzed
- Needed organizational structural or procedural changes identified
- Resource needs identified
- Strategies developed to implement needed changes or address resource needs
- Action plans developed; timelines confirmed; and responsibilities assigned

Building in Accountability

- Balanced sets of performance indicators developed for each objective
- Documentation Sheets completed for each performance indicator
- Internal accountability process or system implemented to measure progress
- Data preservation and maintenance plan developed and implemented

Fiscal Impact of Plan

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