



LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION (BESE)

STRATEGIC PLAN

(in accordance with Act 1465 of 1997)

FY 2023-2024 through FY 2027-2028

July 2022

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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 multi-member structure of the Board, composed of both elected and appointed individuals, enhances and broadens citizen representation, making it more likely that education decisions will be broadly recognized by the public. BESE members can help establish and convey a long-term perspective of education into the political process and are valuable advocates within government in the interests of children and youth as well as the overall educational needs of society.

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

It is appropriate, therefore, that the BESE and the LDE are guided by a common vision and mission. The strategic plans for both agencies 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.)

Programs

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)

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 et seq.)

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 Programs, Objectives, Indicators, and Strategies

Strategy A

Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities.

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 percentage of students such that 7 percent of students will be awarded a national or state IBC through the 2025 school year
 - a. Input: Number of students awarded IBC
 - b. Input: Number of students in grade 9-12
 - c. Output: Current school year percentage of students earning an IBC
- C. Increase in the LA 4-Year Cohort Graduation Rate by 2 percent annually which will decrease the annual high school dropout rate annually
 - a. Input: Prior school year high school 4-year cohort graduation rate and high school dropout rate
 - b. Output: Current school year high school 4-year cohort graduation rate and current year dropout rate
 - c. Outcome: Current School year high school 4-year cohort graduation rate and high school dropout rate
- D. Increase the percentage of a graduating class with an ACT score of 18 or higher in English and 19 or higher in math by 1 percent annually
 - a. Input: Previous year percentage of graduating classes with ACT score of 18 or higher in English and 19 or higher in math
 - b. Input: Current school year average student score on the ACT of 18 or higher in English and 19 or higher in math
 - c. Output: Percentage of student score on ACT in English and math

Implementation Methods

- ✓ Develop an integrated early childhood network that is outcome-based
- ✓ Continue to successfully implement the Louisiana Student Standards and corresponding assessments
- ✓ Prepare students and provide options for post-secondary activities through career and technical education
- ✓ Expand opportunities for Louisiana high school students regarding career courses and workplace experiences
- ✓ Prepare students and provide supports to ensure a successful transition to college and career in order to qualify for related financial assistance including the Taylor Opportunity Program for Students (TOPS)

Strategy B

Build and strengthen state policy and practice to support all students in an effort to identify gaps and advance opportunities for Louisiana students

Benchmark Objectives and Performance Indicators

- A. The Board will set at least 90 percent of the policies necessary to implement the following focus areas of BESE whereby students, on average, are achieving “Mastery” or Level 4 on statewide assessments by the year 2028, and to build on the capacity of teachers and leaders thereby ensuring student success.
 1. Early Childhood
 2. Teacher Preparation/Certification
 3. Accountability and Assessment
 4. Parental Options/Enhancements
 5. Special Education
 - a. Input: Prior year percentage of revisions to policies relevant to focus areas
 - b. Output: Number of BESE policy revisions, per the annual report=number of revisions approved pertaining to the focus areas divided by the total number of policies approved annually for the current year.
 - c. Outcome: Increase in percentage each year or 90 percent achievement annually.
- B. Increase in the percentage of students who are performing at or above basic on statewide assessments
 - a. Input: Prior school year percentage of students reading on or above grade level in the 3rd grade
 - b. Output: Current year percent of participating students reading on or above grade level in the 3rd grade
 - c. Outcome: Increase in percentage each year or 65 percent or more of 3rd grade students are performing at Basic and above in English Language Arts (ELA) on statewide assessments
- C. Increase in the percentage of 8th grade students who are performing at Basic or above in ELA and Math on 8th grade LEAP 2025 assessments
 - a. Input: Prior school year percent of 8th grade students performing at Basic or above in ELA and Math on 8th grade LEAP 2025 assessments
 - b. Output: Current year percent of 8th grade students performing at Basic or above in ELA and Math on 8th grade LEAP 2025 statewide assessments
 - c. Increase in percentage each year such that 70 percent or more of 8th graders are performing at Basic and above on ELA and mathematics statewide assessments
- D. 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
- E. Through 2028, BESE staff will process 95 percent of constituent records reviews, questions, complaints, and concerns completed within 30 days of receipt by the BESE staff
 - a. Input: Prior year number of constituent’ records reviews, questions, complains, and concerns
 - b. Input: Number of constituent’ records reviews, questions, complaints and concerns resolved within 30 days of receipt annually
 - c. Output: Annual percentage of processed constituent’ records reviews, questions, complaints, and concerns completed within 30 days

Implementation Methods

- ✓ Continue to develop and implement an accountability system for teacher preparation programs
- ✓ Maintain rigorous program approval and certification policies, including traditional and alternative pathways, to ensure teachers are classroom ready and leaders are school ready
- ✓ Communicate standards set by BESE for what students should learn and be able to do for what teachers, principals, schools and school systems should be able to provide.
- ✓ Maintain the Rulemaking Docket on the BESE website, so that parents, districts and schools can track all BESE policy revisions
- ✓ Continue to monitor, track, and respond to constituent requests on behalf of Board members
- ✓ Conduct a public hearing annually regarding Petitions for Rulemaking, submitted to the BESE office
- ✓ Process Petitions for Rulemaking in a timely manner

Strategy C

Maintain a system of high-quality and accountability-based 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 percentage of charter school students in Type 2 charter schools in operation for 3 years outperforming traditional public schools in both reading and math as measured by state assessments in grades 3-10
 - 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. Output: Average scaled scores of ELA and Math for state compared to scaled scores for ELA and Math in Type 2 charters
- C. Maintain or increase the percentage of BESE-authorized charter schools eligible for renewal
 - a. Output: Number of charter schools in current year earning a grade of C or higher in the accountability system
 - b. Output: Number of charter schools in current year having earned a progress index equivalent to a letter grade of “A” in the most recent year and for more than half of the progress indices received during the charter’s current term and the final progress index received during the charter school’s prior term.
 - c. Output: Current School Performance Score (SPS) score for each charter school
 - d. Outcome: Current school year percentage of charter schools either earning a grade of C or higher
 - e. Quality: Percentage of charter school contracts that are eligible for renewal are renewed
- D. Decrease the number of all Recovery School District (RSD) schools, so that 60 percent of all schools are not identified for Comprehensive or Urgent Intervention
 - a. Input: Prior school year percentage of schools that were not identified for Comprehensive or Urgent Intervention
 - b. Output: Current year percentage of schools that were not identified for Comprehensive or Urgent Intervention
 - c. Outcome: Current year percentage of RSD-managed schools such that 60 percent of schools were not identified for Comprehensive or Urgent Intervention

Implementation Methods

- ✓ 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 provide oversight and support
- ✓ 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.

Strategy 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 Methods

- ✓ 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

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 (R.S. 17:6) precludes duplication of effort.

Statement of Agency Strategies for Development and Implementation of Human Resource Policies That Are Helpful and Beneficial to Women and Families

Per Act 1078 of the 2003 Regular Session, BESE's strategies for the 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.

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)

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: 25727

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)

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: 25727

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)

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: 25728

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)

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: 25728

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)
- Objective:** B – Increase in the percentage of students such that 7 percent of students will be awarded a national or state IBC through the 2028 school year
- Indicator Name:** A – Number of students awarded IBC
- Indicator LaPAS PI Code:**

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 students who were awarded an Industry Based Credential (IBC) in the current school year.
3. **Use:** This indicator will be compared against the total number of students in grades 9-12 in the current school year 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 IBC completion statistics 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 were awarded an IBC, as compared to all students in grades 9-12, in the current school year.
7. **Scope:** The indicator is aggregated, combining various IBC categories and data from multiple schools and school districts. The indicator can be broken down more specifically if requested.
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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)
- Objective:** B – Increase in the percentage of students such that 7 percent of students will be awarded a national or state IBC through the 2028 school year
- Indicator Name:** B – Number of students in grades 9-12
- Indicator LaPAS PI Code:**

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 total number of students in grades 9-12 in the current school year for the purpose of calculating the percentage rate of students earning an Industry Based Credential (IBC).
3. **Use:** This indicator will be compared against the number of students awarded an IBC in the current school year 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 enrollment counts 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 were awarded an IBC, as compared to all students in grades 9-12, in the current school year.
7. **Scope:** The indicator is aggregated, combining data from multiple schools and school districts. The indicator can be broken down more specifically if requested.
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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)
- Objective:** B – Increase in the percentage of students such that 7 percent of students will be awarded a national or state IBC through the 2028 school year
- Indicator Name:** C – Current school year percentage of students earning an IBC
- Indicator LaPAS PI Code:**

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

1. **Type and Level:** Output – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percent of students awarded a national or state Industry based Credential (IBC), which contributes to students’ college and career readiness.
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:** The source of the data is annual student enrollment counts and IBC completion statistics 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 were awarded an IBC, as compared to all students in grades 9-12, in the current school year.
7. **Scope:** The indicator is aggregated, combining various IBC categories and data from multiple schools and school districts. The indicator can be broken down more specifically if requested.
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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|---------------------------------|---|
| Strategy: | A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration) |
| Objective: | C – Increase in the LA 4-Year Cohort Graduation Rate by 2 percent annually, which will decrease the annual high school dropout rate annually |
| Indicator Name: | A – Prior school year high school 4-year cohort graduation rate and high school dropout rate |
| Indicator LaPAS PI Code: | |

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 graduated high school and the rate of students who dropped out of high school for the prior school year.
3. **Use:** This indicator will be used to measure annual yearly progress and 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 and annual student dropout rates released by the Louisiana Department of Education will serve as the data source.
6. **Calculation Methodology:** The calculation is based on the number of students who graduated in the prior year, as compared to all students in their cohort, and the number of students who dropped out of high school 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, and students who have dropped out of high 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|---|
| Strategy: | A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration) |
| Objective: | C – Increase in the LA 4-Year Cohort Graduation Rate by 2 percent annually, which will decrease the annual high school dropout rate annually |
| Indicator Name: | B – Current school year high school 4-year cohort graduation rate and current year dropout rate |

Indicator LaPAS PI Code:

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

1. **Type and Level:** Output – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of students who graduated high school and the rate of students who dropped out of high school in the current school year.
3. **Use:** This indicator will be used to measure continual progress and 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 and annual student dropout rates released by the Louisiana Department of Education will serve as the data source.
6. **Calculation Methodology:** The calculation is based on the number of students who graduated in the current year, as compared to all students in their cohort, and the number of students who dropped out of high school 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, and students who have dropped out of high 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|---|
| Strategy: | A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration) |
| Objective: | C – Increase in the LA 4-Year Cohort Graduation Rate by 2 percent annually, which will decrease the annual high school dropout rate annually |
| Indicator Name: | C – Current school year high school 4-year cohort graduation rate and high school dropout rate |

Indicator LaPAS PI Code:

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

1. **Type and Level:** Outcome – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the rate of students who graduated high school and the rate of students who dropped out of high school in the current school year.
3. **Use:** This indicator will be used to measure continual progress and 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 and annual student dropout rates released by the Louisiana Department of Education will serve as the data source.
6. **Calculation Methodology:** The calculation is based on the number of students who graduated in the current year, as compared to all students in their cohort, and the number of students who dropped out of high school 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, and students who have dropped out of high 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|---|
| Strategy: | A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration) |
| Objective: | D – Increase the percentage of a graduating class with an ACT score of 18 or higher in English and 19 or higher in math by 1 percent annually |
| Indicator Name: | A – Previous year percentage of graduating classes with ACT score of 18 or higher in English and 19 or higher in math |

Indicator LaPAS PI Code:

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 percentage of students in the previous year’s graduating class who scored 18 or higher in English and 19 or higher in math on the ACT. 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 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 comparison of previous year and current year ACT scores achieved by Louisiana students in select performance categories.
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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** A – Students of all interests and capabilities are graduating with credentials providing them with a career and life-long opportunities. (Administration)
- Objective:** D – Increase the percentage of a graduating class with an ACT score of 18 or higher in English and 19 or higher in math by 1 percent annually
- Indicator Name:** A – Current school year average student score on the ACT of 18 or higher in English and 19 or higher in math

Indicator LaPAS PI Code:

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 current year among students achieving an 18 or higher in English and a 19 or higher in math.
3. **Use:** This indicator will be used in a calculation with the previous year percentage of students with an ACT score of 18 or higher in English and a 19 or higher in math 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 comparison of previous year and current year ACT scores achieved by Louisiana students in select performance categories.
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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: A – The Board will set at least 90 percent of the policies necessary to implement the following BESE focus areas whereby students, on average, are achieving “Mastery” or Level 4 on statewide assessments by the year 2028, and to build on the capacity of teachers and leaders thereby ensuring student success: Early Childhood; Teacher Preparation/Certification; Accountability and Assessment; Parental Options/Enhancements; Special Education

Indicator Name: A – Prior year percentage of revisions to policies relevant to focus areas

Indicator LaPAS PI Code:

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 percentage of approved policies and policy revisions relevant to BESE focus areas compared to the total number of approved policies and policy revisions in the prior year.
3. **Use:** This indicator will be compared against the number of approved policy revisions pertaining to BESE focus areas in the current year and used for maintaining strategic policy direction in providing support to schools systems and schools.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Rulemaking and meeting documentation maintained by the BESE office serves as the data source for this indicator. Data will be collected annually and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of approved policies and policy revisions relevant to BESE focus areas compared to the total number of approved policies and policy revisions in the prior year.
7. **Scope:** The indicator is inclusive of all policymaking activity of BESE in the prior calendar year.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE agency will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: A – The Board will set at least 90 percent of the policies necessary to implement the following BESE focus areas whereby students on average are achieving “Mastery” or Level 4 on statewide assessments by the year 2028, and to build on the capacity of teachers and leaders thereby ensuring student success: Early Childhood; Teacher Preparation/Certification; Accountability and Assessment; Parental Options/Enhancements; Special Education

Indicator Name: B – Number of BESE policy revisions, per the annual report = number of revisions approved pertaining to the focus areas divided by the total number of policies approved annually for the current year

Indicator LaPAS PI Code:

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

1. **Type and Level:** Output – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percentage of approved policies and policy revisions relevant to BESE focus areas compared to the total number of approved policies and policy revisions in the current year.
3. **Use:** This indicator will be compared against the number of approved policy revisions pertaining to BESE focus areas in the prior year and used for maintaining strategic policy direction in providing support to schools systems and schools.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Rulemaking and meeting documentation maintained by the BESE office serves as the data source for this indicator. Data will be collected annually and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of approved policies and policy revisions relevant to BESE focus areas compared to the total number of approved policies and policy revisions in the current year.
7. **Scope:** The indicator is inclusive of all policymaking activity of BESE in the current year.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE agency will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: A – The Board will set at least 90 percent of the policies necessary to implement the following BESE focus areas whereby students on average are achieving “Mastery” or Level 4 on statewide assessments by the year 2028, and to build on the capacity of teachers and leaders thereby ensuring student success: Early Childhood; Teacher Preparation/Certification; Accountability and Assessment; Parental Options/Enhancements; Special Education

Indicator Name: C – Increase in percentage each year or 90 percent achievement annually

Indicator LaPAS PI Code:

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

1. **Type and Level:** Outcome – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator shows the percentage increase in approved policies and policy revisions relevant to BESE focus areas from prior year to current year.
3. **Use:** This indicator will reflect policy development progress in support of BESE focus areas and will be used for maintaining strategic policy direction.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Rulemaking and meeting documentation maintained by the BESE office serves as the data source for this indicator. Data will be collected annually and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on the number of approved policies and policy revisions relevant to BESE focus areas compared to the total number of approved policies and policy revisions in the current year.
7. **Scope:** The indicator is inclusive of all policymaking activity of BESE in the current year.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE agency will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: B – Increase in the percentage of students who are performing at or above basic on statewide assessments

Indicator Name: A – Prior school year percentage of students reading on or above grade level in the 3rd grade

Indicator LaPAS PI Code:

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 percentage of students reading on or above grade level during the prior school year.
3. **Use:** This indicator will be compared against the percentage of students reading on or above grade level in the 3rd grade in the current school year and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Student statewide testing data 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 percentage of students reading on or above grade level in the 3rd grade in the current school year, as compared to the percentage of students reading on or above grade level in the 3rd grade in the prior school year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of statewide tests. The indicator can be broken down by district, school, grade, test, 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)
- Objective:** B – Increase in the percentage of students who are performing at or above basic on statewide assessments
- Indicator Name:** B – Current year percent of participating students reading on or above grade level in the 3rd grade

Indicator LaPAS PI Code:

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

1. **Type and Level:** Output – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the percentage of students reading on or above grade level during the current school year.
3. **Use:** This indicator will be compared against the percentage of students reading on or above grade level in the 3rd grade in the prior school year and used for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Student statewide testing data 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 percentage of students reading on or above grade level in the 3rd grade in the current school year, as compared to the percentage of students reading on or above grade level in the 3rd grade in the prior school year.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of statewide tests including the LEAP 2025 and ACT. The indicator can be broken down by district, school, grade, test, 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.

Responsible Person: Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)
- Objective:** B – Increase in the percentage of students who are performing at or above basic on statewide assessments
- Indicator Name:** C – Increase in percentage each year or 65 percent or more of 3rd grade students are performing at Basic and above in English Language Arts (ELA) on statewide assessments
- Indicator LaPAS PI Code:**

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

1. **Type and Level:** Outcome – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the current year percentage of 3rd grade students who are performing at Basic and above in ELA on statewide assessments.
3. **Use:** This indicator will be used to determine progress in student achievement in statewide tests and for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Student statewide testing data 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 year-over-year comparison of the percentage of 3rd grade students performing at Basic and above in ELA on statewide assessments.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of statewide tests including the LEAP 2025 and ACT. The indicator can be broken down by district, school, grade, test, 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|--|
| Strategy: | B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration) |
| Objective: | C – Increase in the percentage of 8 th grade students who are performing at Basic or above in ELA and Math on 8 th grade LEAP 2025 assessments |
| Indicator Name: | A – Prior year percent of 8 th grade students performing at Basic or above in ELA and Math on 8 th grade LEAP 2025 statewide assessments |

Indicator LaPAS PI Code:

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

1. **Type and Level:** Outcome – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the prior year percentage of 8th grade students who are performing at Basic and above in ELA and Math on 8th grade LEAP 2025 assessments.
3. **Use:** This indicator will be used to determine progress in student achievement in statewide tests and for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Student statewide testing data maintained by the Louisiana Department of Education will serve as the data source. Information will be compiled from the Ensuring Numeracy For All End-of-Year reports submitted by districts and schools and uploaded to the ENFA Blackboard Dropbox.
6. **Calculation Methodology:** The number of students assessed for each district and the number performing at grade level are listed on an Excel spreadsheet. The numbers are totaled to derive a state total number of students assessed in mathematics and the total performing on grade level. The percentage performing on grade level is derived from those totals.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of the LEAP 2025. The indicator can be broken down by district, school, grade, test, 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)
- Objective:** C – Increase in the percentage of 8th grade students who are performing at Basic or above in ELA and Math on 8th grade LEAP 2025 assessments
- Indicator Name:** B – Current year percent of 8th grade students performing at Basic or above in ELA and Math on 8th grade LEAP 2025 statewide assessments

Indicator LaPAS PI Code:

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

1. **Type and Level:** Outcome – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the current year percentage of 8th grade students who are performing at Basic and above in ELA and Math on 8th grade LEAP 2025 assessments.
3. **Use:** This indicator will be used to determine progress in student achievement in statewide tests and for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Student statewide testing data maintained by the Louisiana Department of Education will serve as the data source. Information will be compiled from the Ensuring Numeracy For All End-of-Year reports submitted by districts and schools and uploaded to the ENFA Blackboard Dropbox.
6. **Calculation Methodology:** The number of students assessed for each district and the number performing at grade level are listed on an Excel spreadsheet. The numbers are totaled to derive a state total number of students assessed in mathematics and the total performing on grade level. The percentage performing on grade level is derived from those totals.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of the LEAP 2025. The indicator can be broken down by district, school, grade, test, 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)
- Objective:** C – Increase in the percentage of 8th grade students who are performing at Basic or above in ELA and Math on 8th grade LEAP 2025 assessments
- Indicator Name:** C – Increase in percentage each year such that 70 percent or more of 8th graders are performing at Basic and above on ELA and mathematics statewide assessments

Indicator LaPAS PI Code:

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

1. **Type and Level:** Outcome – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides a comparative calculation to determine the percentage increase each year of 8th grade students who are performing at Basic and above in ELA and Math on 8th grade LEAP 2025 assessments.
3. **Use:** This indicator will be used to determine progress in student achievement in statewide tests and for internal management purposes.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Student statewide testing data maintained by the Louisiana Department of Education will serve as the data source. Information will be compiled from the Ensuring Numeracy For All End-of-Year reports submitted by districts and schools and uploaded to the ENFA Blackboard Dropbox.
6. **Calculation Methodology:** The number of students assessed for each district and the number performing at grade level are listed on an Excel spreadsheet. The numbers are totaled to derive a state total number of students assessed in mathematics and the total performing on grade level. The percentage performing on grade level is derived from those totals.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of the LEAP 2025. The indicator can be broken down by district, school, grade, test, 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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: D – 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:

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:** Dr. Jenna Chiasson, Assistant Superintendent, Teaching and Learning, jenna.chiasson@La.gov; Dr. Susannah F. Craig, Associate Commissioner for Teacher and Leadership Initiatives, 225-342-4253, susannah.craig@laregents.edu

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: D – 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:

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov; Dr. Susannah F. Craig, Associate Commissioner for Teacher and Leadership Initiatives, 225-342-4253, susannah.craig@regents.la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)

Objective: E – Through 2028, BESE staff will process 95 percent of constituent records reviews, questions, complaints, and concerns completed within 30 days of receipt by the BESE staff

Indicator Name: A – Prior year number of constituent records reviews, questions, complaints, and concerns

Indicator LaPAS PI Code:

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

1. **Type and Level:** Input – Key
2. **Rationale, Relevance, Reliability:** The indicator provides the prior year total number of constituent records reviews, questions, complaints, and concerns received by the BESE office.
3. **Use:** This indicator will be compared against the number of constituent records reviews, questions, complaints, and concerns processed and resolved by the BESE office.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** BESE office records of FOIA records review requests and other information inquiries will serve as the data source. Data collection will occur on an annual basis and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on a comparison of the number of constituent records reviews, questions, complaints, and concerns received with those processed and resolved by the BESE office within 30 days.
7. **Scope:** The indicator is aggregated; it combines multiple types of information requests from multiple constituent sources. The indicator can be broken down into additional detail on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE agency will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)
- Objective:** E – Through 2028, BESE staff will process 95 percent of constituent records reviews, questions, complaints, and concerns completed within 30 days of receipt by the BESE staff
- Indicator Name:** B – Number of constituent records reviews, questions, complaints, and concerns resolved within 30 days of receipt annually

Indicator LaPAS PI Code:

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

1. **Type and Level:** Input – Key
2. **Rationale, Relevance, Reliability:** The indicator provides the prior year total number of constituent records reviews, questions, complaints, and concerns processed and resolved by the BESE office within 30 days.
3. **Use:** This indicator will be compared against the prior year total number of constituent records reviews, questions, complaints, and concerns received by the BESE office.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** BESE office records of FOIA records review requests and other information inquiries will serve as the data source. Data collection will occur on an annual basis and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on a comparison of the number of constituent records reviews, questions, complaints, and concerns received with those processed and resolved by the BESE office within 30 days.
7. **Scope:** The indicator is aggregated; it combines multiple types of information requests from multiple constituent sources. The indicator can be broken down into additional detail on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE agency will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** B – Build and strengthen state policy and practice to support students in an effort to identify gaps and advance opportunities for Louisiana students (Administration)
- Objective:** E – Through 2028, BESE staff will process 95 percent of constituent records reviews, questions, complaints, and concerns completed within 30 days of receipt by the BESE staff
- Indicator Name:** C – Annual percentage of processed constituent records reviews, questions, complaints, and concerns completed within 30 days

Indicator LaPAS PI Code:

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

1. **Type and Level:** Output – Key
2. **Rationale, Relevance, Reliability:** The indicator provides the annual percentage of constituent records reviews, questions, complaints, and concerns processed and resolved by the BESE office within 30 days.
3. **Use:** This indicator will be used to determine effectiveness of BESE staff in processing constituent requests for information.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** BESE office records of FOIA records review requests and other information inquiries will serve as the data source. Data collection will occur on an annual basis and reporting will occur consistent with the state fiscal year.
6. **Calculation Methodology:** The calculation is based on a comparison of the number of constituent records reviews, questions, complaints, and concerns received with those processed and resolved by the BESE office within 30 days.
7. **Scope:** The indicator is aggregated; it combines multiple types of information requests from multiple constituent sources. The indicator can be broken down into additional detail on request.
8. **Caveats:** The indicator has no limitations or weaknesses.
9. **Accuracy, Maintenance, Support:** The BESE agency will ensure proper data collection and accurate reporting for this measure.
10. **Responsible Person:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration)

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: 25736

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration)

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: 25736

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration)

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: 25737

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration)

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: 25737

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 Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

- Strategy:** C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration)
- Objective:** B – Increase in the percentage of charter school students in Type 2 charter schools in operation for 3 years outperforming traditional public schools in both reading and math as measured by state assessments in grades 3-10
- Indicator Name:** A – Prior school year percentage of charter schools either earning a grade of C or having earned a progress index equivalent to a letter grade of “A” in the most recent year and for more than half of the progress indices received during the charter’s current term and the final progress index received during the charter school’s prior term.

Indicator LaPAS PI Code: 25738

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 C or higher (on an A – F scale) in the state accountability system in the prior year, or 2) or earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term.
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 C or higher for the prior year, or earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term. 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 C or higher or earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term. 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov; Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|--|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | B – Increase in the percentage of charter school students in Type 2 charter schools in operation for 3 years outperforming traditional public schools in both reading and math as measured by state assessments in grades 3-10 |
| Indicator Name: | B – Average scaled scores of ELA and math for state compared to scaled scores for ELA and math in Type 2 charters |

Indicator LaPAS PI Code:

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

1. **Type and Level:** Output – General Performance Information
2. **Rationale, Relevance, Reliability:** This indicator provides the comparison of the average scaled statewide test scores for English Language Arts (ELA) and Math in Type 2 charter schools with those of traditional public schools.
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 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 average scaled statewide test scores for English Language Arts (ELA) and math in Type 2 charter schools on all state-administered assessments as compared to the average scaled statewide test scores among traditional public schools for the same period.
7. **Scope:** The indicator is aggregated; it combines scoring data for students across the state and from multiple administrations of statewide tests including the LEAP 2025 and ACT. The indicator can be broken down by district, school, grade, test, 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov; Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|---------------------------------|---|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | C – Maintain or increase the percentage of BESE-authorized charter schools eligible for renewal |
| Indicator Name: | A – Number of charter schools in the current year earning a grade of C or higher in the accountability system |
| Indicator LaPAS PI Code: | 25738 |

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

1. **Type and Level:** Input – 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 C or higher or earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term. 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 C 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov; Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|--|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | C – Maintain or increase the percentage of BESE-authorized charter schools eligible for renewal |
| Indicator Name: | B – Number of charter schools in current year having earned a progress index equivalent to a letter grade of “A” in the most recent year and for more than half of the progress indices received during the charter’s current term and the final progress index received during the charter school’s prior term. |

Indicator LaPAS PI Code:

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 earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term.
3. **Use:** This indicator will contextualize Objective B – Indicator E, the current school year percentage of charters earning a grade of C or earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term. 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov; Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|---|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | C – Maintain or increase the percentage of BESE-authorized charter schools eligible for renewal |
| Indicator Name: | C – Current School Performance Score (SPS) for each charter school |

Indicator LaPAS PI Code:

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 state-issued School Performance Score (SPS) for each charter school for the current year.
3. **Use:** This indicator ensures BESE and the LDE legal authority.
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:** Letter grade per the LDE Charter School Annual Report.
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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov; Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|---------------------------------|---|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | C – Maintain or increase the percentage of BESE-authorized charter schools eligible for renewal |
| Indicator Name: | D – Current school year percentage of charter schools either earning a grade of C or higher |
| Indicator LaPAS PI Code: | 25738, 25739 |

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 C or higher (on an A – F scale) in the state accountability system in the current year, or 2) earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term.
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 C or higher for the current year, or earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term. 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 C or higher and earned a progress index to a letter grade of A (on an A – F scale) during the charter’s current term and the final progress index received during the charter school’s prior term. 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov; Kim Nesmith, Data Governance, Privacy, and EdTech Director, 225-342-1840, kim.nesmith@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|---------------------------------|---|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | C – Maintain or increase the percentage of BESE-authorized charter schools eligible for renewal |
| Indicator Name: | E – Percentage of charter school contracts eligible for renewal that are renewed |
| Indicator LaPAS PI Code: | 25740 |

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

1. **Type and Level:** Outcome – Quality – Key
2. **Rationale, Relevance, Reliability:** Percentage of charter school contracts that are eligible for renewal are renewed. This indicator provides the percent of charter school contracts that are eligible for renewal 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 charter schools eligible for renewal that are 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|--|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | D – Decrease the number of all Recovery School District (RSD) schools, so that 60 percent of all schools are not identified for Comprehensive or Urgent Intervention |
| Indicator Name: | A – Prior school year percentage of schools that were not identified for Comprehensive or Urgent Intervention |

Indicator LaPAS PI Code:

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 not identified for Comprehensive or Urgent Intervention in the prior year.
3. **Use:** This indicator will be compared against the current year percentage of RSD-managed schools that were identified for Comprehensive or Urgent Intervention 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 percentage of RSD-managed schools that were not identified for Comprehensive or Urgent Intervention, as compared to the total number of RSD-managed schools that were identified for Comprehensive or Urgent Intervention in the prior 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** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration)

Objective: D – Decrease the number of all Recovery School District (RSD) schools, so that 60 percent of all schools are not identified for Comprehensive or Urgent Intervention

Indicator Name: B – Current year percentage of schools that were not identified for Comprehensive or Urgent Intervention

Indicator LaPAS PI Code:

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

1. **Type and Level:** Outcome – Key– Quality
2. **Rationale, Relevance, Reliability:** Federal legislation per the Every Students Succeeds Act require beginning in 2014.
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:** Percentage is derived by dividing the number of students who meet their growth target or out perform their peers on a value-added measure scoring proficient by the total number of students who took the test.
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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

| | |
|------------------------|--|
| Strategy: | C – Maintain a system of high-quality and accountability-based educational options for students and families (Administration) |
| Objective: | D – Decrease the number of all Recovery School District (RSD) schools, so that 60 percent of all schools are not identified for Comprehensive or Urgent Intervention |
| Indicator Name: | C – Current school year percentage of RSD-managed schools that were not identified for Comprehensive or Urgent Intervention |

Indicator LaPAS PI Code:

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 not identified for Comprehensive or Urgent Intervention in the current year.
3. **Use:** This indicator will be compared against the prior year percentage of RSD-managed schools that were identified for Comprehensive or Urgent Intervention 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 percentage of RSD-managed schools that were not identified for Comprehensive or Urgent Intervention, as compared to the total number of RSD-managed schools that were identified for Comprehensive or Urgent Intervention in the current 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:** Max Daigh, Interim Assistant Superintendent, School Choice, max.daigh@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Administration)

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: 25898

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:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Administration)

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: 25898

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:** Shan Davis, Executive Director, 225-342-5840, shan.davis@la.gov; Beth Scioneaux, Deputy Superintendent for Finance, 225-342-3617, beth.scioneaux@la.gov

PERFORMANCE INDICATOR DOCUMENTATION

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 25744

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

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 25744

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

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 4860

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

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 25745

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

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 25746

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

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 25747

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

Strategy: D – Use limited resources in the most strategic and equitable ways possible to increase and support student achievement (Louisiana Quality Education Support Fund – 8(g))

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: 25748

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