LOUISIANA
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
(BESE)

STRATEGIC PLAN
(in accordance with Act 1465 of 1997)
FY 2011-2012 through FY 2015-2016

June, 2010
STRATEGIC PLAN

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BESE STRATEGIC PLAN

Introduction

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

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

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

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

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

BESE will provide leadership and enact policies that result in improved academic achievement and responsible citizenship for all students.

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

Philosophy

The State Board of Elementary and Secondary Education believes that every child is valued and every child will learn and that 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: Article VIII, Sections 3, 13, and 15 of Louisiana State Constitution; La. R.S. 17:1 et seq.)
BESE STRATEGIC PLAN

Program A: Administration

Mission

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

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

Goals

I. BESE will strive for, assess, and report on continuous improvement in student achievement, including performance by subgroup.

II. BESE will strive for all students to be taught by highly competent teachers in schools under effective administrative leadership.

III. BESE will allocate resources that are equitably distributed, and enhance instructional opportunities through targeted initiatives.

Activity

Administration of funds to support policy decision making and equitable allocation of funds for schools.

State Outcome Goal

Youth Education

Objectives

1. BESE will annually set key education initiatives and effectively communicate policies to improve student achievement. (Goals I and II)

2. Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion. (Goal I)

3. Annually, the State will make at least 80% of its Growth Target, as measured through the state’s school and district accountability system, and will be evidenced by progression toward an average State Performance Score of 120 by 2014. (Goal I)

4. BESE will work with the Governor, Legislature, State Superintendent, and local districts annually to revise and adopt a minimum foundation formula that:
   - provides resources annually in an equitable and adequate manner, and
   - will be reevaluated annually to determine adequacy and reexamined to determine factors affecting equity of educational opportunities. (Goal III)

5. BESE will create a secondary education system that prepares students with skills and knowledge to pursue postsecondary
opportunities. (Goal I)

6. BESE will provide leadership to ensure quality teachers and educational leaders. (Goal II)

7. BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments. (Goal I)
Objective #1:

BESE will annually set key education initiatives and effectively communicate policies to improve student achievement. (Goals I and II)

Strategies:

1.1 BESE will involve the Governor, Legislature, and the larger education community in policy discussions.
1.2 BESE will effectively analyze and communicate the key education reform initiatives and performance results.
1.3 BESE will provide policy guidance to the LEAs while supporting the building of leadership capacity, community and parental involvement, and personal responsibility of students while allowing maximum flexibility and control to the local systems.
1.4 BESE will direct the SDE to thoroughly research and investigate new education initiatives appropriate for effective adoption or piloting, particularly in areas of proven critical need.
1.5 BESE will solicit input from its advisory councils on proposed policies and education initiatives.
1.6 BESE will appoint and evaluate the State Superintendent.¹
1.7 BESE will direct the State Superintendent to manage the SDE such that it is user friendly and provides technical support to the LEAs.
1.8 BESE will supervise and control the BESE special schools.¹
1.9 BESE will fulfill all statutory obligations as required (i.e.: issue diplomas; adopt an equitable minimum foundation formula; prescribe the qualifications and provide for the certification of teachers).

Performance Indicators:

Input:
Number of Board/ Committee meetings

Output:
Number of education initiatives

Outcome:
Percent of policies set for key education initiatives

Efficiency:
Average annual costs of policymaking

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.
Objective #2:

Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion. (Goal 1)

Strategies:

2.1 BESE will review, revise, and adopt content standards, grade level expectations, and model curricula.
2.2 BESE will develop and refine high stakes testing and promotion policies, including provision of a continuous progress system.
2.3 BESE will oversee a rigorous and challenging assessment program aligned with state content standards, grade level expectations, and model curricula.
2.4 BESE will annually provide for the remediation of students scoring unsatisfactory on high stakes tests.
2.5 BESE will analyze subgroup performance to determine policy and programs.
2.6 BESE will provide for a state positive behavior model to maximize instructional time.

Performance Indicators:

Input:
Baseline proficiency levels and cutoff scores for student assessment

Output:
Number of 4th and 8th grade students by proficiency level in English Language Arts and Math

Outcome:
Percent of first-time students in grade 4 eligible for promotion based on LEAP testing
Percent of first-time students in grade 8 eligible for promotion based on LEAP testing

Efficiency:
Average cost per student for remediation
Objective #3:

Annually, the State will make at least 80% of its Growth Target, as measured through the state’s school and district accountability system, and will be evidenced by progression toward an average State Performance Score of 120 by 2014. (Goal I)

Strategies:

3.1 BESE will continue to set and refine standards for school performance, including scores, growth targets, labels, rewards and corrective actions.
3.2 BESE will evaluate school performance scores annually.
3.3 BESE will oversee the School and District Accountability System and monitor its impact.
3.4 BESE will communicate with educators, parents, the public, business, and government regarding school accountability.
3.5 BESE will recommend revisions to policies and statutes required to refine the State Accountability System.
3.6 BESE will help low performing schools by obtaining additional financial and human resources.
3.7 BESE will develop criteria to ensure that the accountability reports include how resources have affected results in low performing districts.
3.8 BESE will continue to model a commitment to accountability and continuous improvement.

Performance Indicators:

Input:
Number of K-12 schools in the State

Output:
Number of schools making Academic Growth

Outcome:
Percent of growth target achieved

Efficiency:
Number of Academically Unacceptable schools
Objective #4:

BESE will work with the Governor, Legislature, State Superintendent, and local districts annually to revise and adopt a minimum foundation formula that:

- provides resources annually in an equitable and adequate manner, and
- will be reevaluated annually to determine adequacy and reexamined to determine factors affecting equity of educational opportunities. (Goal III)

Strategies:

4.1 BESE will engage the House and Senate Finance and Education Committees, Governor’s Office, and education community in discussions to improve formula funding.
4.2 BESE will work with the Governor and Legislature to more effectively allocate resources in ways that will improve student academic achievement.
4.3 BESE will direct the State Superintendent to coordinate state and federal resources.
4.4 BESE will continue to work to secure funding for school accountability, which includes rewards and school improvement funding.
4.5 BESE will continue to request funding for remediation resulting from high stakes testing and other key initiatives.
4.6 BESE will annually evaluate education funding and expenditures.
4.7 BESE will work with the Governor and Legislature to oversee the funding of programs for students with special needs.
4.8 BESE will annually identify funding priorities focused on improved student performance, assuring adequate resources and equitable distribution of funds.
4.9 BESE will direct the Superintendent to operate the Department efficiently and cost effectively.
4.10 BESE will annually develop an MFP Resolution.

Performance Indicators:

Input:
Initial allocation of funds for MFP formula

Output:
Equitable distribution of dollars as measured by the correlations based on the per pupil MFP share levels 1, 2, and 3 and the local wealth factor

Outcome:
Number of students counted in MFP allocation

Efficiency:
Average MFP state per pupil amount
Objective #5

BESE will create a secondary education system that prepares students with skills and knowledge to pursue postsecondary opportunities. (Goal 1)

Strategies:

5.1 BESE will cooperate with higher education institutions to create articulation agreements.
5.2 BESE will adopt policies to increase graduation rates.
5.3 BESE will develop a structure for individualizing and implementing educational pathways.
5.4 BESE will adopt policies to encourage students to pursue postsecondary studies.
5.5 BESE will adopt alternative options for students failing high stakes testing.
5.6 BESE will adopt career and academic diploma endorsements.
5.7 BESE will analyze student performance on the graduation exit assessments and the ACT.
5.8 BESE will track the number of students dual enrolled in secondary and postsecondary coursework.
5.9 BESE will track the completion rates of students with special needs.

Performance Indicators:

Input:
Number of students enrolled in grade 9

Outcome:
Number of students obtaining a diploma, state approved skills certificate, and/or GED

Output:
Percent of students graduating with a high school diploma

Efficiency:
Number of secondary students dual enrolled
Objective #6

BESE will provide leadership to ensure quality teachers and educational leaders. (Goal II)

Strategies:

6.1 BESE will continue to work with Board of Regents and its subordinate agencies to create a quality PreK-16+ teaching workforce.
6.2 BESE will continue to review and revise certification standards to include alternative certification options of education personnel.
6.3 BESE will ensure that all teachers are teaching subjects, which they are qualified to teach.
6.4 BESE will establish a model for professional development for teachers and school leaders directly tied to meeting identified student needs, including the requirement for continuing education and in-service training.
6.5 BESE will study a system to reward outstanding teachers, principals, and administrators based on improvements in student performance.
6.6 BESE will expand and improve initiatives to support beginning teachers and new administrators so that they stay in the profession.

Performance Indicators:

Input:
Number of teachers

Output:
Number of certified teachers employed in area of certification

Outcome:
Percent increase in certified teachers

Efficiency:
Retention rate 3 years after program completion
Objective #7:

BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments. (Goal I)

Strategies:

7.1 BESE will measure student achievement in charter schools by using the state’s student assessment program.
7.2 BESE will assess charter schools’ performance using the school accountability model.
7.3 BESE will assess initial charter school performance using a diagnostic assessment index.
7.4 BESE will review compliance with charter school law.
7.5 BESE will monitor compliance with the statutory requirement for a minimum of 75% certified teachers.

Performance Indicators:

Input:
Number of charter schools by type

Output:
Number of students enrolled in charter schools

Outcome:
Percent of type 2 charter schools meeting expected growth target

Efficiency:
Average cost per student enrolled in charter schools
BESE STRATEGIC PLAN
Program B: Louisiana Quality Education Support Fund - 8(g)

Mission

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

Goals

I. BESE will allocate funds in accordance with the seven constitutional categories for innovative and exemplary programs that will positively impact student achievement or skills.

II. BESE will provide policies, guidelines, and evaluation procedures that ensure the effective and efficient use of funds.

Activities

I. Administration of funds for 8(g) elementary/secondary projects.

II. Allocation of funds for 8(g) elementary/secondary projects.

State Outcome Goal

Youth Education

Objectives

1. Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile. (Goal I)

2. At least 90% of the 8(g) elementary/secondary projects funded will have documented improvement in student academic achievement or skills enhancement as measured annually. (Goal I)

3. Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students. (Goal I)

4. At least 55% of 8(g) funded projects will be evaluated and at least 80% prior year projects will be audited annually. (Goal II)
Objective #1:

Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile. (Goal I)

Strategies:

1.1 BESE will annually allocate funds to local school systems for an early childhood program.
1.2 BESE will adopt guidelines for early childhood projects that are developmentally appropriate.
1.3 BESE will require evaluations of each project to determine program effectiveness.

Performance Indicators:

Input:
Baseline funds allocated to early childhood programs

Output:
Number of four year olds served

Outcome:
Percent of students scoring in the second, third, or fourth quartile in language.
Percent of students scoring in the second quartile in language.
Percent of students scoring in the second, third, or fourth quartile in math.
Percent of students scoring in the second quartile in math.

Efficiency:
Average cost per student participating in early childhood projects
Objective #2:

At least 90% of the 8(g) elementary/secondary projects funded will have documented improvement in student academic achievement or skills enhancement as measured annually.

Strategies:

2.1 BESE will annually develop and adopt a Program and Budget.
2.2 BESE will allocate funds for competitive projects, block grants, and statewide programs.
2.3 BESE will allocate funds to enhance basic education.
2.4 BESE will allocate funds for implementing critical education initiatives.
2.5 BESE will align and prioritize funds to support legislative and Board initiatives.
2.6 BESE will adopt guidelines for the submission of competitive projects, block grants, and statewide programs.

Performance Indicators:

Input:
Baseline Support Fund dollars available

Output:
Number of projects funded

Outcome:
Percent of elementary/secondary projects reporting improved achievement or skills proficiency

Efficiency:
Average cost per student participating in elementary/secondary projects
Objective #3:

Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students.

Strategies:

3.1 BESE will allocate 8(g) funds according to the priorities established in their Strategic Long-Range Plan.
3.2 BESE will allocate funds according to three funding methods: competitive, block, and statewide.

Performance Indicators:

Input:
Baseline Support Fund dollars available

Output:
8(g) Annual Program and Budget adopted

Outcome:
Percent of total budget allocated directly to schools or systems
Percent of total budget allocated for statewide programs and services

Efficiency:
Percent of total budget allocated for BESE administration, including program evaluation
Objective #4:

At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Strategies:

4.1 BESE will implement an annual evaluation plan for all projects funded.
4.2 BESE will implement an annual audit plan.

Performance Indicators:

Input:
Number of projects funded

Output:
Number of projects audited
Number of projects evaluated

Outcome:
Percent of projects audited
Percent of projects evaluated

Efficiency:
Total dollars returned to the Support Fund from audit irregularities
Appendix

- **Principal Clients and Users/Service Received or Benefit Derived**
  
  Students - will benefit from the policies adopted and resources allocated by being afforded an equal opportunity to develop to their full potential.

  Teachers/Administrators - will benefit from the policies adopted and resources allocated by enhancing their skills as instructional leaders.

  Schools/School Districts - will benefit from the policies adopted and resources allocated by providing learning environments focused on improved 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
  - Unfunded legislative mandates
  - Levels of parental involvement
  - Socioeconomic demographics
  - Federal mandates
  - Local program implementation
  - 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
  - NASBE (National Association of State Boards of Education)
  - Public hearings
  - BESE Annual Report
  - Certification Data

- **Duplication of Effort**
  
  The legal authority establishing BESE as a policymaking board precludes duplication of effort.
**Program:** Administration

**Objective:** 1 - BESE will annually set key education initiatives and effectively communicate policies to improve student achievement.

**Indicator Name:** Number of Board/Committee meetings

**Indicator LaPAS PI Code:**

1. **Types and Level:** Input - Key

2. **Rationale:** This indicator provides the mechanism for making and communicating policy decisions that will improve student achievement.

3. **Use:** This indicator will be used for performance-based budgeting, and to establish a timeline for internal management purposes.

4. **Clarity:** The indicator name clearly identifies what is being measured.

5. **Validity, Reliability and Accuracy:** To assure validity, an accurate record is maintained of minutes of Board/Committee meetings, and a meeting schedule is approved annually.

6. **Data Source, Collection and Reporting:** The source of data includes an annual meeting schedule that conforms to the state fiscal year and monthly agendas/minutes.

7. **Calculation Methodology:** The calculation is based on the number of meetings indicated on the annual calendar plus any called meetings within that same time period.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Contact Nina Ford, Board Recorder, (225) 342-5840 (phone), (225) 342-5843 (fax), nina.ford@la.gov
Program: Administration

Objective: 1 - BESE will annually set key education initiatives and effectively communicate policies to improve student achievement.

Indicator Name: Number of education initiatives

Indicator LaPAS PI Code: 8446

1. Types and Level: Output - Key

2. Rationale: This indicator measures the number of initiatives implemented resulting from Board policy or state legislation.

3. Use: This indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, high priority and long-term strategic initiatives established by the Board and funded by the Legislature are tracked in an annual report.

6. Data Source, Collection and Reporting: The source of data is the list of initiatives established on the Operating Plan and reported quarterly.

7. Calculation Methodology: The calculation is based on the number of initiatives listed in the Operating Plan.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Jeanette Vosburg, Executive Director, (225) 342-5840 (phone), (225) 342-5843 (fax), jeanette.vosburg@la.gov
Program: Administration

Objective: 1 - BESE will annually set key education initiatives and effectively communicate policies to improve student achievement.

Indicator Name: Percent of policies set for key education initiatives

Indicator LaPAS PI Code: 8445

1. Types and Level: Outcome - Key

2. Rationale: This indicator is a valid measure of performance as it identifies policies set annually by the Board for key education initiatives.

3. Use: This indicator will be used for performance based budgeting.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, policies are tracked on a monthly basis, sorted by initiative, and summarized by fiscal year.

6. Data Source, Collection and Reporting: The source of data is the official monthly minutes of Board meetings.

7. Calculation Methodology: The calculation is based on identifying policies by education initiative.

8. Scope: The indicator is disaggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Jeanette Vosburg, Executive Director, (225) 342-5840 (phone), (225) 342-5843 (fax), jeanette.vosburg@la.gov
Program: Administration

Objective: 1 - BESE will annually set key education initiatives and effectively communicate policies to improve student achievement.

Indicator Name: Average annual costs of policymaking

Indicator LaPAS PI Code:

1. Types and Level: Efficiency – General performance information

2. Rationale: This indicator provides information to taxpayers on administrative costs of operating a constitutionally-created Board.

3. Use: This indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The Appropriations Bill assures the validity of the Board budget.

6. Data Source, Collection and Reporting: The source of data is the budget and the Appropriations Bill.

7. Calculation Methodology: The calculation is based on the budgeting analysis to determine the cost of operations.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Daria McEntyre, Accountant, (225) 342-5840 (phone) (225) 342-5843 (fax), daria.mcentyre@la.gov
Program: Administration

Objective: 2 – Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.

Indicator Name: Baseline proficiency levels and cutoff scores for student assessment

Indicator LaPAS PI Code:

1. Types and Level: Input - Support

2. Rationale: This indicator sets Board standards for measurement of student performance.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, proficiency levels are reported annually within the LEAP results.

6. Data Source, Collection and Reporting: The source of data is the annual student assessment results released by the Department of Education and published on the DOE website.

7. Calculation Methodology: The calculation is based on proficiency levels established by Board policy.

8. Scope: The indicator is disaggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
**Program:** Administration

**Objective:** 2 – Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.

**Indicator Name:** Number of 4th and 8th grade students by proficiency level in English Language Arts and Math

**Indicator LaPAS PI Code:**

1. **Types and Level:** Output-Support

2. **Rationale:** This indicator indicates academic progress of students by grade level and subject area.

3. **Use:** The indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly identifies what is being measured.

5. **Validity, Reliability and Accuracy:** To assure validity, the number of students performing at each proficiency level is reported annually within the LEAP results.

6. **Data Source, Collection and Reporting:** The source of data is the annual student assessment results released by the Department of Education and published on the DOE website.

7. **Calculation Methodology:** The calculation is based on the number of students performing at each proficiency level in each subject area.

8. **Scope:** The indicator is disaggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
Program: Administration

Objective: 2 – Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.

Indicator Name: Percent of first-time students in grade 4 eligible for promotion based on LEAP testing.

Indicator LaPAS PI Code: 17235

1. Types and Level: Outcome-Key

2. Rationale: This indicator provides a measurable goal for student achievement.

3. Use: The indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, the percent of students eligible for promotion based on state assessments is reported annually within the LEAP results.

6. Data Source, Collection and Reporting: The source of data is the annual student assessment results released by the Department of Education and published on the DOE website.

7. Calculation Methodology: The calculation is based on the percent of first-time students eligible for promotion per Board policy.

8. Scope: The indicator is disaggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
Program: Administration

Objective: 2.2 – Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.

Indicator Name: Percent of first-time students in grade 8 eligible for promotion based on LEAP testing.

Indicator LaPAS PI Code: 21243

1. Types and Level: Outcome-Key

2. Rationale: This indicator provides a measurable goal for student achievement.

3. Use: The indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, the percent of students eligible for promotion based on state assessments is reported annually within the LEAP results.

6. Data Source, Collection and Reporting: The source of data is the annual student assessment results released by the Department of Education and published on the DOE website.

7. Calculation Methodology: The calculation is based on the percent of first-time students eligible for promotion per Board policy.

8. Scope: The indicator is disaggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
Program: Administration

Objective: 2 – Annually, student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.

Indicator Name: Average cost per student for remediation

Indicator LaPAS PI Code:

1. Types and Level: Efficiency – General performance information

2. Rationale: This indicator measures the cost to remediate low performing students and raise their achievement levels to basic or above.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, the average cost is based on the number of students requiring remediation as reported by State Department of Education and total funds expended for remediation annually.

6. Data Source, Collection and Reporting: The source of data is the annual student assessment results and the appropriation from the Legislature.

7. Calculation Methodology: The calculation is based on the number of students requiring remediation and the funds appropriated for this purpose.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
**Performance Indicator Documentation**

**Program:** Administration

**Objective:** 3 - Annually, the State will make at least 80% of its Growth Target, as measured through the state’s school and district accountability system, and will be evidenced by progression toward an average State Performance Score of 120 by 2014.

**Indicator Name:** Number of K-12 schools in the State

**Indicator LaPAS PI Code:**

1. **Types and Level:** Input – General performance information

2. **Rationale:** This indicator provides baseline information for comparison of school performance scores.

3. **Use:** The indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly identifies what is being measured.

5. **Validity, Reliability and Accuracy:** To assure accuracy, all schools are assigned a site code by the State Department of Education.

6. **Data Source, Collection and Reporting:** The source of data is the Annual School Report published by the Department of Education.

7. **Calculation Methodology:** The calculation is based on the number of schools reported by the State Department of Education.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
Program: Administration

Objective: 3 - Annually, the State will make at least 80% of its Growth Target, as measured through the state’s school and district accountability system, and will be evidenced by progression toward an average State Performance Score of 120 by 2014.

Indicator Name: Number of schools receiving school performance scores

Indicator LaPAS PI Code:

1. **Types and Level:** Output – Support

2. **Rationale:** This indicator insures that all public schools are included in the State Accountability Program.

3. **Use:** The indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** To assure validity, school performance scores are reported annually in the School Accountability Results Report.

6. **Data Source, Collection and Reporting:** The source of data is the School Accountability Report.

7. **Calculation Methodology:** The calculation is based on the number of schools receiving a school performance score.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
Program: Administration

Objective: 3 - Annually, the State will make at least 80% of its Growth Target, as measured through the state’s school and district accountability system, and will be evidenced by progression toward an average State Performance Score of 120 by 2014.

Indicator Name: Percent of growth target achieved

Indicator LaPAS PI Code: 13886

1. Types and Level: Outcome - Key

2. Rationale: This indicator determines schools progress toward state performance goals.

3. Use: The indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, the percent of growth target achieved is reported annually in the School Accountability Results Report.

6. Data Source, Collection and Reporting: The source of data is the School Accountability Results Report.

7. Calculation Methodology: The calculation is based on the State’s overall Academic Growth score.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
**Program:** Administration

**Objective:** 3 - Annually, the State will make at least 80% of its Growth Target, as measured through the state’s school and district accountability system, and will be evidenced by progression toward an average State Performance Score of 120 by 2014.

**Indicator Name:** Number of Academically Unacceptable Schools

**Indicator LaPAS PI Code:**

1. **Types and Level:** Efficiency - Support

2. **Rationale:** This indicator determines schools progress toward state performance goals.

3. **Use:** The indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** To assure validity, the number of Academically Unacceptable schools is reported annually in the School Accountability Results Report.

6. **Data Source, Collection and Reporting:** The source of data is the School Accountability Results Report.

7. **Calculation Methodology:** The calculation is based on the number of schools labeled as Academically Unacceptable.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Dr. Scott Norton, Ph.D., Assistant Superintendent, Office of Student and School Performance, (225) 342-1308 (phone), (225) 219-0474 (fax), scott.norton@la.gov
Performance Indicator Documentation

Program: Administration

Objective: 4 - BESE will work with the Governor, Legislature, State Superintendent, and local districts annually to revise and adopt a minimum foundation formula that:
- provides resources annually in an equitable and adequate manner, and
- will be reevaluated annually to determine adequacy and reexamined to determine factors affecting equity of educational opportunities.

Indicator Name: Equitable distribution of dollars as measured by the correlations based on the per pupil MFP share levels 1, 2, and 3 and the local wealth factor.

Indicator LaPAS PI Code: 8459

1. **Type and Level:** Output -Key

2. **Rationale:** Measures the equitable allocation of MFP dollars. House Concurrent Resolution 243 of the 2010 regular session of the legislature requires MFP funds be allocated in an equitable manner.

3. **Use:** This indicator will be used for performance-based budgeting.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** Validity is assured through an accepted statistical measure of correlating the relationship between variables; reliability and accuracy through the use of a standard statistical software package (SPSS).

6. **Data Source, Collection and Reporting:** The source of data is the Adjusted Budget Letter, Local Wealth Factor, Adjusted October 1 student membership, Actual total MFP state dollars (level 1, 2, and 3). The data on local wealth and student membership is collected electronically from the LEAs and reported in the Annual Financial Report and the Student Information System.

7. **Calculation Methodology:** A statistical software package (SPSS) is used to calculate correlation coefficients and coefficient of variation using local wealth factor and the per pupil actual MFP state share. Calculations are weighted by adjusted October 1 membership.

8. **Scope:** The indicator is disaggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Charlotte Stevens, Department of Education Management and Finance Section, (225) 342-4989 (phone), (225) 342-3523 (fax), charlotte.stevens@la.gov
Program: Administration

Objective: 4 - BESE will work with the Governor, Legislature, State Superintendent, and local districts annually to revise and adopt a minimum foundation formula that:
- provides resources annually in an equitable and adequate manner, and
- will be reevaluated annually to determine adequacy and reexamined to determine factors affecting equity of educational opportunities.

Indicator Name: Average MFP state per pupil amount.

Indicator LaPAS PI Code:

1. **Type and Level:** Efficiency - General performance information

2. **Rationale:** The indicator measures the average per student cost.

3. **Use:** The indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** To assure accuracy, the allocations are audited by the Education Finance Section of the Department of Education.

6. **Data Source, Collection and Reporting:** The source of the data is the MFP Budget Letter.

7. **Calculation Methodology:** The calculation is based on total allocations divided by total students.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Charlotte Stevens, Department of Education Management and Finance Section, (225) 342-4989 (phone), (225) 342-3523 (fax), charlotte.stevens@la.gov
Program: Administration

Objective: 4 - BESE will work with the Governor, Legislature, State Superintendent, and local districts annually to revise and adopt a minimum foundation formula that:
- provides resources annually in an equitable and adequate manner, and
- will be reevaluated annually to determine adequacy and reexamined to determine factors affecting equity of educational opportunities.

Indicator Name: Initial allocation of funds for MFP formula

Indicator LaPAS PI Code:

1. Type and Level: Input - General performance information

2. Rationale: The indicator measures the amount of state MFP dollars allocated to local school systems.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: To assure accuracy, the allocations are audited by the Education Finance Section of the Department of Education.

6. Data Source, Collection and Reporting: The source of data is the MFP Budget Letter.

7. Calculation Methodology: Total funds allocated.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Charlotte Stevens, Department of Education Management and Finance Section, (225) 342-4989 (phone), (225) 342-3523 (fax), charlotte.stevens@la.gov
Program: Administration

Objective: 4 - BESE will work with the Governor, Legislature, State Superintendent, and local districts annually to revise and adopt a minimum foundation formula that:
- provides resources annually in an equitable and adequate manner, and
- will be reevaluated annually to determine adequacy and reexamined to determine factors affecting equity of educational opportunities.

Indicator Name: Number of students counted in MFP allocation

Indicator LaPAS PI Code:

1. Type and Level: Outcome - General performance information

2. Rationale: The indicator measures total students served by the state MFP.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: To assure accuracy, the allocations are audited by the Education Finance Section of the Department of Education.

6. Data Source, Collection and Reporting: The source of data is the MFP Budget Letter.

7. Calculation Methodology: Student count is used to determine the allocation of MFP dollars.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Charlotte Stevens, Department of Education Management and Finance Section, (225) 342-4989 (phone), (225) 342-3523 (fax), charlotte.stevens@la.gov
Program: Administration

Objective: 5 - BESE will create a secondary education system that prepares students with skills and knowledge to pursue postsecondary opportunities.

Indicator Name: Number of students enrolled in grade 9

Indicator LaPAS PI Code:

1. Types and Level: Input - Support

2. Rationale: This indicator provides baseline data to track student progress.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, enrollment data is reported on the Annual School Report and tracked on the Student Information System.

6. Data Source, Collection and Reporting: The source of data is the Annual School Report and Student Information System.

7. Calculation Methodology: The calculation is based on the number of students enrolling in grade 9.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Kerry Laster, Executive Director of Office of Literacy and Numeracy, (225) 342-0576 (phone), kerry.laster@la.gov
Program: Administration

Objective: 5 - BESE will create a secondary education system that prepares students with skills and knowledge to pursue postsecondary opportunities.

Indicator Name: Number of students obtaining a diploma, state approved skills certificate, and/or GED

Indicator LaPAS PI Code:

1. Types and Level: Output - Support

2. Rationale: This indicator will be used to measure the number of students completing high school with a diploma, skills certificate, and/or a GED.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The accuracy of this indicator is assured by data disseminated by the State Department of Education.

6. Data Source, Collection and Reporting: The source of data is the State Department of Education database.

7. Calculation Methodology: The calculation is based on the number of standard and GED diplomas issued by the State Department of Education, and the number of skills certificates issued by local systems.

8. Scope: The indicator is disaggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Kerry Laster, Executive Director of Office of Literacy and Numeracy, (225) 342-0576 (phone), kerry.laster@la.gov
Program: Administration

Objective: 5 - BESE will create a secondary education system that prepares students with skills and knowledge to pursue postsecondary opportunities.

Indicator Name: Percent of students graduating with a high school diploma

Indicator LaPAS PI Code:

1. Types and Level: Outcome - Key

2. Rationale: This indicator measures the effectiveness of high school programs.

3. Use: The indicator will be used for internal performance-based management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: To assure validity, graduation will be measured by the number of high school diplomas issued by the State Department of Education per school year.

6. Data Source, Collection and Reporting: The source of data is the number of diplomas issued by the State Department of Education.

7. Calculation Methodology: The calculation is based on the number of diplomas issued.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Kerry Laster, Executive Director of Office of Literacy and Numeracy, (225) 342-0576 (phone), kerry.laster@la.gov
Program: Administration

Objective: 5 - BESE will create a secondary education system that prepares students with skills and knowledge to pursue postsecondary opportunities.

Indicator Name: Number of secondary students dual enrolled

Indicator LaPAS PI Code:

1. Types and Level: Efficiency - Support

2. Rationale: This indicator will be used to determine the number of students dual enrolled in secondary and postsecondary coursework.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The accuracy of this indicator is measured by the number of articulation agreements approved by the Department of Education.

6. Data Source, Collection and Reporting: The source of data is the State Department of Education Career and Technical Education Data Collection System.

7. Calculation Methodology: The calculation is based on the number of students dual enrolled.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Dr. Kerry Laster, Executive Director of Office of Literacy and Numeracy, (225) 342-0576 (phone), kerry.laster@la.gov
Program: Administration

Objective: 6 - BESE will provide leadership to ensure quality teachers and educational leaders.

Indicator Name: Number of teachers

Indicator LaPAS PI Code:

1. Types and Level: Input - Support

2. Rationale: The indicator establishes a baseline for measuring the number of certified teachers.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is measured by the Profile of Educational Personnel database and the Annual School Report.

6. Data Source, Collection and Reporting: The source of data is the Profile of Educational Personnel and Annual School Report databases.

7. Calculation Methodology: The calculation is based on the total number of teachers employed.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Nicole Honore, Education Program Senior Consultant, Office of Educator Support, (225) 342-8704 (phone), Nicole.honore@la.gov
Program: Administration

Objective: 6 - BESE will provide leadership to ensure quality teachers and educational leaders.

Indicator Name: Number of certified teachers employed in area of certification

Indicator LaPAS PI Code:

1. Types and Level: Output - Key

2. Rationale: The indicator measures the shortage of certified teachers.

3. Use: The indicator will be used for internal performance-based management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is measured by the Profile of Educational Personnel and Annual School Report databases.

6. Data Source, Collection and Reporting: The source of data is the Profile of Educational Personnel and Annual School Reports.

7. Calculation Methodology: The calculation is based on the number of certified teachers employed in their areas of certification.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Nicole Honore, Education Program Senior Consultant, Office of Educator Support, (225) 342-8704 (phone), Nicole.honore@la.gov
Program: Administration

Objective: 6 - BESE will provide leadership to ensure quality teachers and educational leaders.

Indicator Name: Percent increase in certified teachers

Indicator LaPAS PI Code:

1. Types and Level: Outcome - Support

2. Rationale: The indicator measures progress in the number of certified teachers employed.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The accuracy is measured using the State Department of Education’s database.

6. Data Source, Collection and Reporting: The source of data is the State Department of Education.

7. Calculation Methodology: The calculation is based on the increase in the number of certified teachers employed.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Nicole Honore, Education Program Senior Consultant, Office of Educator Support, (225) 342-8704 (phone), Nicole.honore@la.gov
PERFORMANCE INDICATOR DOCUMENTATION

Program: Administration

Objective: 6 - BESE will provide leadership to ensure quality teachers and educational leaders.

Indicator Name: Retention rate 3 years after program completion

Indicator LaPAS PI Code:

1. Types and Level: Efficiency – General performance information

2. Rationale: The indicator measures the efforts to maintain certified teachers in the classroom.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The accuracy is measured using the State Department of Education database.

6. Data Source, Collection and Reporting: The source of data is the State Department of Education.

7. Calculation Methodology: The calculation is based on the number of teachers remaining in the profession after 3 years.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Nicole Honore, Education Program Senior Consultant, Office of Educator Support, (225) 342-8704 (phone), Nicole.honore@la.gov
Program: Administration

Objective: 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name: Number of Type 1 charter schools

Indicator LaPAS PI Code:

1. Type and Level: Input - GPI

2. Rationale: This indicator annually measures the number of charter schools by operating in Louisiana.

3. Use: This indicator will be used for both internal management decisions and for performance-based budgeting. The number of operating charter schools directly affects the amount of state and/or local funding provided to charter schools.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The number of charter schools authorized by the State Board or a local district ensures the validity of this indicator. The number can be validated by a school site code.

6. Data Source, Collection and Reporting: The data source is the LDE Charter Schools Office. The data can be validated in the AFSR.

7. Calculation Methodology: This indicator is a simple computation.

8. Scope: This indicator is aggregated.

9. Caveats: This indicator has no weaknesses.

10. Responsible Person: Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program: Administration

Objective: 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name: Number of Type 2 charter schools

Indicator LaPAS PI Code:

1. Type and Level: Input - GPI

2. Rationale: This indicator annually measures the number of charter schools by operating in Louisiana.

3. Use: This indicator will be used for both internal management decisions and for performance-based budgeting. The number of operating charter schools directly effects the amount of state and/or local funding provided to charter schools.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The number of charter schools authorized by the State Board or a local district ensures the validity of this indicator. The number can be validated by a school site code.

6. Data Source, Collection and Reporting: The data source is the LDE Charter Schools Office. The data can be validated in the AFSR.

7. Calculation Methodology: This indicator is a simple computation.

8. Scope: This indicator is aggregated.

9. Caveats: This indicator has no weaknesses.

10. Responsible Person: Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program: Administration

Objective: 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name: Number of Type 3 charter schools

Indicator LaPAS PI Code:

1. Type and Level: Input - GPI

2. Rationale: This indicator annually measures the number of charter schools by operating in Louisiana.

3. Use: This indicator will be used for both internal management decisions and for performance-based budgeting. The number of operating charter schools directly effects the amount of state and/or local funding provided to charter schools.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The number of charter schools authorized by the State Board or a local district ensures the validity of this indicator. The number can be validated by a school site code.

6. Data Source, Collection and Reporting: The data source is the LDE Charter Schools Office. The data can be validated in the AFSR.

7. Calculation Methodology: This indicator is a simple computation.

8. Scope: This indicator is aggregated.

9. Caveats: This indicator has no weaknesses.

10. Responsible Person: Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program: Administration

Objective: 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name: Number of Type 4 charter schools

Indicator LaPAS PI Code:

1. Type and Level: Input - GPI

2. Rationale: This indicator annually measures the number of charter schools by operating in Louisiana.

3. Use: This indicator will be used for both internal management decisions and for performance-based budgeting. The number of operating charter schools directly effects the amount of state and/or local funding provided to charter schools.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The number of charter schools authorized by the State Board or a local district ensures the validity of this indicator. The number can be validated by a school site code.

6. Data Source, Collection and Reporting: The data source is the LDE Charter Schools Office. The data can be validated in the AFSR.

7. Calculation Methodology: This indicator is a simple computation.

8. Scope: This indicator is aggregated.

9. Caveats: This indicator has no weaknesses.

10. Responsible Person: Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
**Program:** Administration

**Objective:** 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

**Indicator Name:** Number of Type 5 charter schools

**Indicator LaPAS PI Code:**

1. **Type and Level:** Input - GPI

2. **Rationale:** This indicator annually measures the number of charter schools by operating in Louisiana.

3. **Use:** This indicator will be used for both internal management decisions and for performance-based budgeting. The number of operating charter schools directly effects the amount of state and/or local funding provided to charter schools.

4. **Clarity:** The indicator name clearly identifies what is being measured.

5. **Validity, Reliability and Accuracy:** The number of charter schools authorized by the State Board or a local district ensures the validity of this indicator. The number can be validated by a school site code.

6. **Data Source, Collection and Reporting:** The data source is the LDE Charter Schools Office. The data can be validated in the AFSR.

7. **Calculation Methodology:** This indicator is a simple computation.

8. **Scope:** This indicator is aggregated.

9. **Caveats:** This indicator has no weaknesses.

10. **Responsible Person:** Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program: Administration

Objective: 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name: Number of students enrolled in charter schools

Indicator LaPAS PI Code:

1. Type and Level: Output - Support

2. Rationale: This indicator measures the number of students enrolled annually in charter schools operating in Louisiana, as of October 1 each year.

3. Use: This indicator will be used for both internal management decisions and for performance-based budgeting. The number of students enrolled in operating charter schools directly effects the amount of state and/or local funding provided to charter schools.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The finite number of students enrolled in approved charter schools ensures the validity of this indicator. Each school must submit SIS data to the Louisiana Department of Education. That data can be validated against monthly enrollment reports submitted to BESE by each school.

6. Data Source, Collection and Reporting: Each school must submit SIS data to the Louisiana Department of Education. That data can be validated against monthly enrollment reports submitted to BESE by each school.

7. Calculation Methodology: This indicator is a simple computation.

8. Scope: This indicator is aggregated.

9. Caveats: This indicator has no weaknesses.

10. Responsible Person: Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program: Administration

Objective: 7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name: Percent of Type 2 charter schools meeting expected growth target.

Indicator LaPAS PI Code: 9676

1. Type and Level: Outcome - Key

2. Rationale: This indicator measures the number of Type 2 charter schools that meet their unique growth targets as determined by the Louisiana Accountability Program.

3. Use: This indicator will be used for both internal management decisions and for performance-based budgeting. The number of operating charter schools that reach or exceed their established growth targets will directly affect the state and/or local funding provided to charter schools, and the continuation or termination of the charter school experiment in Louisiana.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The school accountability program will measure school and student performance and in turn will assign school and student performance scores which will be used to validate this indicator.

6. Data Source, Collection and Reporting: The LDE school accountability program will collect this data and make it available to BESE.

7. Calculation Methodology: The calculation methodology is established by the state school accountability program.

8. Scope: This indicator is aggregated.

9. Caveats: This indicator has no weaknesses.

10. Responsible Person: Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program:  Administration

Objective:  7 - BESE will annually evaluate the progress of charter schools using both quantitative and qualitative assessments.

Indicator Name:  Average cost per student enrolled in charter schools.

Indicator LaPAS PI Code:

1.  Type and Level:  Efficiency - Key

2.  Rationale:  This indicator measures the amount of state and local tax dollars provided to each charter school operating in Louisiana.

3.  Use:  This indicator will be used for both internal management decisions and for performance-based budgeting. The cost-per-student of educating students in the operating charter schools directly impacts the budgetary consideration of state and local governments.

4.  Clarity:  The indicator name clearly identifies what is being measured.

5.  Validity, Reliability and Accuracy:  The finite funds provided to charter schools, as well as the finite number of students attending approved charter schools, ensures the validity of this indicator.

6.  Data Source, Collection and Reporting:  Each charter school is required to report to the Department of Education and BESE on their quarterly revenues and expenditures. Each charter school also provides annual enrollment data via the Department of Education Student Information System database.

7.  Calculation Methodology:  This indicator is a computation based somewhat loosely on the state MFP formula.

8.  Scope:  This indicator is disaggregated.

9.  Caveats:  This indicator has no weaknesses.

10.  Responsible Person:  Christopher J. Meyer, Interim Director, Charter Schools Office, (225) 342-3640 (phone), chris.meyer@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Baseline funds allocated to early childhood programs

Indicator LaPAS PI Code:

1. Type and Level: Input - General performance information.

2. Rationale: Level of funding affects number of projects implemented and number of students served.

3. Use: The indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The accuracy is assured by the 8(g) Annual Program and Budget and the 8(g) Block Grant database.

6. Data Source, Collection and Reporting: The total dollars of the student enhancement block funds targeted by LEAs for the preschool focus area. Data will be available annually but not until all proposals have been approved (December).

7. Calculation Methodology: The calculation is based on the summation of block grant funds targeted by local systems for the preschool focus area.

8. Scope: The indicator is aggregated.

9. Caveats: Local school systems do not always expend the total dollars allocated. Baseline data will be based on gross allocations targeted by local systems for the preschool focus area.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Number of four-year-olds served

Indicator LaPAS PI Code: 4855

1. Type and Level: Output - Support

2. Rationale: This indicator measures the extensiveness of the services provided.

3. Use: This indicator will also be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The accuracy is assured by the 8(g) Block Grant database.

6. Data Source, Collection and Reporting: School systems estimate the number of children to be served in their proposal and then report actual numbers served in their End-of-Year Reports. Data can be collected and reported twice a year – estimated numbers in December, final numbers the next August when End-of-Year Reports are submitted.

7. Calculation Methodology: The calculation is based on the summation of numbers reported by each system.

8. Scope: The indicator is aggregated.

9. Caveats: The data is dependent on accurate reporting by the local program administrators. In some cases when several funding sources are used to fully fund a class, the students may be incorrectly coded.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Percent of students scoring in the second, third, or fourth quartile in language

Indicator LaPAS PI Code: 21249

1. Type and Level: Outcome - Key

2. Rationale: The purpose of the preschool focus area is to serve the most developmentally delayed four-year-olds to improve their readiness skills for kindergarten. Therefore, the success of the program needs to be measured against this purpose.

3. Use: This indicator will also be used for performance based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is based on computer-generated state/district-level summary reports provided to BESE by the data collecting entity.

6. Data Source, Collection and Reporting: Assessment forms (associated with the national norm-referenced instrument) for each child will be completed and submitted electronically by the LEAs to the data collecting entity for compilation and reporting. Percentages in each quartile will be generated by the administering company’s computer program used to evaluate the program.

7. Calculation Methodology: A report of results in language showing the percentage of students in each quartile at the beginning of the school year and compared to the end of the school year is generated for each participating LEA.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Percent of students scoring in the second quartile in language

Indicator LaPAS PI Code: 21250

1. **Type and Level:** Outcome - Support

2. **Rationale:** The purpose of the preschool focus area is to serve the most developmentally delayed four-year-olds to improve their readiness skills for kindergarten. Therefore, the success of the program needs to be measured against this purpose.

3. **Use:** This indicator will also be used for performance based budgeting.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** The reliability is based on computer-generated state/district-level summary reports provided to BESE by the data collecting entity.

6. **Data Source, Collection and Reporting:** Assessment forms (associated with the national norm-referenced instrument) for each child will be completed and submitted electronically by the LEAs to the data collecting entity for compilation and reporting. Percentages in each quartile will be generated by the administering company's computer program used to evaluate the program.

7. **Calculation Methodology:** The calculation is based on a report of results in language showing the percentage of students in the second quartile at the end of the school year is generated for each participating LEA.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Percent of students scoring in the second, third, or fourth quartile in math

Indicator LaPAS PI Code: 21251

1. Type and Level: Outcome - Key

2. Rationale: The purpose of the preschool focus area is to serve the most developmentally delayed four-year-olds to improve their readiness skills for kindergarten. Therefore, the success of the program needs to be measured against this purpose.

3. Use: This indicator will also be used for performance based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is based on computer-generated state/district-level summary reports provided to BESE by the data collecting entity.

6. Data Source, Collection and Reporting: Assessment forms (associated with the national norm-referenced instrument) for each child will be completed and submitted electronically by the LEAs to the data collecting entity for compilation and reporting. Percentages in each quartile will be generated by the administering company’s computer program used to evaluate the program.

7. Calculation Methodology: A report of results in math showing the percentage of students in each quartile at the beginning of the school year and compared to the end of the school year is generated for each participating LEA.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Percent of students scoring in the second quartile in math

Indicator LaPAS PI Code: 21252

1. Type and Level: Outcome - Support

2. Rationale: The purpose of the preschool focus area is to serve the most developmentally delayed four-year-olds to improve their readiness skills for kindergarten. Therefore, the success of the program needs to be measured against this purpose.

3. Use: This indicator will also be used for performance based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is based on computer-generated state/district-level summary reports provided to BESE by the data collecting entity.

6. Data Source, Collection and Reporting: Assessment forms (associated with the national norm-referenced instrument) for each child will be completed and submitted electronically by the LEAs to the data collecting entity for compilation and reporting. Percentages in each quartile will be generated by the administering company's computer program used to evaluate the program.

7. Calculation Methodology: A report of results in math showing the percentage of students in the second quartile at the end of the school year is generated for each participating LEA.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 1 – Annually, at least 75% of the students participating in the 8(g) Early Childhood Development (ECD) projects will score in the second, third, or fourth quartile in language and math on the post administration of a national norm-referenced instrument, with no more than 25% scoring in the second quartile.

Indicator Name: Average cost per student participating in early childhood projects

Indicator LaPAS PI Code:

1. Type and Level: Efficiency - Support

2. Rationale: These programs tend to be higher unit cost because of the low pupil/teacher ratio and the salary and benefits for a full-time aide. Studying the average cost per student for early childhood projects allows BESE members to make informed decisions on the funding level needed to effectively meet the needs of these children.

3. Use: This indicator will also be used for internal management purposes.

4. Clarity: The indicator name clearly identifies what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Annual Program and Budget and 8(g) Block Grant database

6. Data Source, Collection and Reporting: Total dollars spent will be taken from final report of expenditures by project and total students served will come from each agency’s End-of-Year Report. Data will be collected annually in October for previous school year.

7. Calculation Methodology: The average cost per student is calculated using total dollars spent divided by total children served.

8. Scope: The indicator is aggregated.

9. Caveats: This indicator considers 8(g) dollars only and may not, therefore, reflect total program costs per child if other funds are used to supplement the operation of the program.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov; Daria McEntyre, 8(g) Accountant Administrator, (225) 342-5840 (phone), (225) 342-5843 (fax) daria.mcentyre@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 2 – At least 90% of the 8(g) elementary/secondary projects funded will have documented improvement in student academic achievement or skills enhancement, as measured annually.

Indicator Name: Baseline Support Fund dollars available for elementary and secondary projects

Indicator LaPAS PI Code: 21253

1. Type and Level: Input - General performance information

2. Rationale: The level of funding affects the number of projects, number of students served, and project design.

3. Use: This indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is based on the 8(g) Annual Program and Budget.

6. Data Source, Collection and Reporting: Total dollars available will include funds awarded for competitive grants, block grants, and statewide programs.

7. Calculation Methodology: The total BESE Louisiana Quality Education Support Fund appropriation.

8. Scope: The indicator is aggregated.

9. Caveats: Local school systems do not always expend the total dollars allocated for block projects and awarded for competitive projects. Baseline data will be based on gross allocations and awards.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 2 – At least 90% of the 8(g) elementary/secondary projects funded will have documented improvement in student academic achievement or skills enhancement, as measured annually.

Indicator Name: Number of projects funded

Indicator LaPAS PI Code: 4860

1. Type and Level: Output - Support

2. Rationale: This indicator measures the extensiveness of the services provided.

3. Use: This indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Block Grant database and 8(g) Competitive Grant database.

6. Data Source, Collection and Reporting: The source of data is the number of projects approved, recorded, and tracked. Data is available annually.

7. Calculation Methodology: The calculation is based on the summation of number of projects approved.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 2 – At least 90% of the 8(g) elementary/secondary projects funded will have documented improvement in student academic achievement or skills enhancement, as measured annually.

Indicator Name: Percent of elementary/secondary projects reporting improved academic achievement or skills proficiency

Indicator LaPAS PI Code: 4859

1. **Type and Level:** Outcome - Key

2. **Rationale:** Competitive and block projects are funded under one or more of the designated constitutional categories and all projects are designed to improve the academic achievement of students. This indicator measures the effectiveness of the use of 8(g) funds in compliance with constitutional intent.

3. **Use:** This indicator will be used for performance-based budgeting.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** The reliability is based on the 8(g) Block Grant database and 8(g) Competitive Grant database

6. **Data Source, Collection and Reporting:** Data on improvement in achievement is reported by each project administrator via the End-of-Year Report. Individual project information is then summarized in the 8(g) Annual Report. Once that report is completed, the percentage of projects documenting improvement can be calculated. Data is compiled annually in October.

7. **Calculation Methodology:** See number 6.

8. **Scope:** Number of projects reporting improvement in student achievement will be totaled and divided by total projects.

9. **Caveats:** All data on improvement in achievement is self-reported by the program administrator at the local level, although they are to include documentation of reported gains. No one standardized instrument is appropriate to use for reporting, so comparisons across projects cannot be made. There is no set criteria for how much gain is required to qualify as "improved achievement."

10. **Responsible Person:** Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 2 – At least 90% of the 8(g) elementary/secondary projects funded will have documented improvement in student academic achievement or skills enhancement, as measured annually.

Indicator Name: Average cost per student participating in elementary/secondary projects

Indicator LaPAS PI Code: 4861

1. Type and Level: Efficiency - Support

2. Rationale: This indicator measures cost effectiveness of programs. It can be compared to cost per student in other kinds of programs to determine if 8(g) funds are efficiently used and wisely allocated. The Board may use this information to continue, discontinue, or expand certain project types based in this efficiency measure.

3. Use: This indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Annual Program and Budget, 8(g) Block Grant database and 8(g) Competitive Grant database.

6. Data Source, Collection and Reporting: Total dollars spent will be taken from final report of expenditures by project, and total students served will come from each End-of-Year Report. Data is compiled annually in October for previous school year.

7. Calculation Methodology: The average cost per student is calculated using total dollars spent divided by total students served.

8. Scope: As indicated in numbers 6 and 7.

9. Caveats: This indicator considers 8(g) dollars only and may not, therefore, reflect total program costs per child if other funds are used to supplement the operation of the program.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov; Daria McEntyre, 8(g) Accountant Administrator, (225) 342-5840 (phone), (225) 342-5843 (fax), daria.mcentyre@la.gov
Performance Indicator Documentation

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

Objective: 3 – Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students.

Indicator Name: Baseline Support Fund dollars available

Indicator LaPAS PI Code:

1. Type and Level: Input - General performance information

2. Rationale: This indicator represents the total dollars available each year from which the Board can determine categorized allocations. The Treasurer's Office supplies the estimate of earnings around which the 8(g) budget is developed. The baseline funds available are an important factor in the kinds of programs funded.

3. Use: This indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Annual Program and Budget, 8(g) Block Grant database, 8(g) Competitive Grant database, and 8(g) Statewide database.

6. Data Source, Collection and Reporting: This is simply the total amount of 8(g) funds available annually, for elementary/secondary education, from which the budget is built.

7. Calculation Methodology: The calculation is the estimate of interest and royalties (from Treasurer's Office) plus prior year's unexpended funds plus (or minus) difference between prior year's estimate and actual income are used to determine total funds available for allocation.


9. Caveats: Budget is always based on estimates. Actual earnings are not available until after budget has to be submitted to Legislature.

10. Responsible Person: Daria McEntyre, 8(g) Accountant Administrator, BESE, (225) 342-5840 (phone), (225) 342-5843 (fax), daria.mcentyre@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 3 – Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students.

Indicator Name: 8(g) Annual Program and Budget adopted.

Indicator LaPAS PI Code:

1. **Type and Level:** Output - General information purposes

2. **Rationale:** The 8(g) budget changes annually and is dependent on the estimate of funds available (determined by the Treasurer's Office) and the program allocations made by the Board. This indicator is the basis for determining the other indicators.

3. **Use:** This indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** The reliability is the 8(g) Annual Program and Budget.

6. **Data Source, Collection and Reporting:** The data source is the total of program and budget adopted annually and allocations to each program.

7. **Calculation Methodology:** The indicator derives from the decisions made by the Board as to how the total funds should be allocated. Each program is given a specific allocation when budget is adopted.

8. **Scope:** The indicator is aggregated.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 3 – Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students.

Indicator Name: Percent of total budget allocated directly to schools or systems

Indicator LaPAS PI Code: 4870

1. Type and Level: Outcome - Key

2. Rationale: This indicator measures the level of the Board's commitment in getting 8(g) funds to the schools for the direct benefit of students.

3. Use: This indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Annual Program and Budget, 8(g) Block Grant database, 8(g) Competitive Grant database, and 8(g) Statewide database.

6. Data Source, Collection and Reporting: The adopted program and budget will be analyzed to determine total funds flowing through to schools and systems. Data will be collected annually.

7. Calculation Methodology: Total dollars awarded to schools/systems through competitive grant and total dollars allocated to schools/systems through block grant programs, as well as dollars designated as flow-through in the individual budgets of each statewide program, will be added and then that total divided by total budget to determine percentage.

8. Scope: The individual line item budget of each statewide program must be reviewed to determine flow-through dollars.

9. Caveats: Local school systems do not always expend the total dollars allocated for block projects and awarded for competitive projects. Baseline data will be based on gross allocations and awards.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 3 – Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students.

Indicator Name: Percent of total budget allocated for statewide programs and services

Indicator LaPAS PI Code: 21254

1. **Type and Level:** Outcome - General performance information

2. **Rationale:** This indicator measures the level of the Board’s commitment to getting 8(g) funds to the local level. Statewide programs offer goods, services, or dollars to the locals, but are generally perceived to be further removed from direct local benefit.

3. **Use:** This indicator will be used for internal management purposes.

4. **Clarity:** The indicator name clearly indicates what is being measured.

5. **Validity, Reliability and Accuracy:** The reliability is the 8(g) Annual Program and Budget.

6. **Data Source, Collection and Reporting:** Information will come from the line item budgets approved for each statewide program. Data is collected annually.

7. **Calculation Methodology:** For each statewide program, the total budget minus the flow-through funds minus the funds for administration will equal the total dollars for statewide programs and services. The dollars for each program are totaled and divided by total budget to obtain percentage.

8. **Scope:** As indicated in number seven.

9. **Caveats:** The indicator has no limitations or weaknesses.

10. **Responsible Person:** Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 3 – Annually, at least 70% of the 8(g) funds allocated by BESE will go directly to schools for the implementation of projects and programs in classrooms for students.

Indicator Name: Percent of total budget allocated for BESE administration, including program evaluation

Indicator LaPAS PI Code: 4871

1. Type and Level: Efficiency - Key

2. Rationale: Legislation has limited BESE 8(g) administrative costs associated with managing the fund to 3% of the average amount of actual expenditures for the most recent three fiscal years. This indicator will document compliance with that mandate and will demonstrate if BESE is operating the program efficiently.

3. Use: This indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Annual Program and Budget.

6. Data Source, Collection and Reporting: The adopted Program and Budget includes an allocation for BESE administration. Annually.

7. Calculation Methodology: The amount is delineated as a separate line item in Program and Budget.

8. Scope: The indicator is disaggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 4 – At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Indicator Name: Number of projects funded

Indicator LaPAS PI Code:

1. Type and Level: Input - General performance information

2. Rationale: This indicator reflects extensiveness of the 8(g) program and serves as the base number from which outcome percentages are determined.

3. Use: This indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is based on the 8(g) Block Grant database, 8(g) Competitive Grant database, and 8(g) Statewide database.

6. Data Source, Collection and Reporting: The source of data is the total number of projects funded.

7. Calculation Methodology: The calculation is based on counting and adding total number of projects funded.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 4 – At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Indicator Name: Number of projects audited

Indicator LaPAS PI Code:

1. Type and Level: Output - General performance information

2. Rationale: This indicator measures the extensiveness of one of the accountability procedures associated with the program.

3. Use: This indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is based on the 8(g) Accounting database.

6. Data Source, Collection and Reporting: The data source is the audits done the year after project implementation. Audit assignments are put in writing each September and are tracked to completion.

7. Calculation Methodology: The calculation is the total the number of projects to be audited as assigned to each compliance officer.

8. Scope: The indicator is aggregated.

9. Caveats: The number of projects which can be audited are limited by number of auditors on staff since site visits statewide are required.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov; Daria McEntyre, 8(g) Accountant Administrator, (225) 342-5840 (phone), (225) 342-5843 (fax), daria.mcentyre@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 4 – At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Indicator Name: Number of projects evaluated

Indicator LaPAS PI Code:

1. Type and Level: Output - General performance information

2. Rationale: This indicator measures the extensiveness of one of the accountability procedures associated with the program.

3. Use: This indicator will be used for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Block Grant database, 8(g) Competitive Grant database, and 8(g) Statewide database.

6. Data Source, Collection and Reporting: The number of projects assigned to contracted outside evaluators is kept on file and tracked to completion. Assignments are made annually in November and are completed the following September.

7. Calculation Methodology: The calculation is based on the total number of projects assigned to each of the evaluators.

8. Scope: The indicator is aggregated.

9. Caveats: Number of projects to be evaluated is limited by funds available in budget, by number of evaluators selected, and by geographical distribution of projects.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 4 – At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Indicator Name: Percent of projects audited

Indicator LaPAS PI Code: 4865

1. Type and Level: Outcome - Key

2. Rationale: This indicator measures the impact of the auditing component of the accountability procedures associated with the program.

3. Use: This indicator will also be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Accounting database.

6. Data Source, Collection and Reporting: The source for data is audit assignment sheets and total number of projects funded. The auditing cycle begins in September each year for projects implemented in previous fiscal year and is reported annually.

7. Calculation Methodology: The calculation is the audits assigned divided by total number of projects.

8. Scope: The indicator is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov; Daria McEntyre, 8(g) Accountant Administrator, (225) 342-5840 (phone), (225) 342-5843 (fax), daria.mcentyre@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 4 – At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Indicator Name: Percent of projects evaluated

Indicator LaPAS PI Code: 4867

1. Type and Level: Outcome - Key

2. Rationale: This indicator measures the impact of the evaluation component of the accountability procedures associated with this program.

3. Use: This indicator will be used for performance-based budgeting.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Block Grant database, 8(g) Competitive Grant database, and 8(g) Statewide database.

6. Data Source, Collection and Reporting: The source for data is evaluator assignments and total projects funded. The evaluation cycle begins in November each year, and data is reported annually.

7. Calculation Methodology: The calculation is based on the evaluations assigned divided by total number of projects.

8. Scope: The data is aggregated.

9. Caveats: The indicator has no limitations or weaknesses.

10. Responsible Person: Robyn Jenkins, 8(g) Consultant, BESE, (225) 342-8728 (phone), (225) 342-5843 (fax), robyn.jenkins@la.gov
Program: Louisiana Quality Education Support Fund – 8(g)

Objective: 4 – At least 55% of 8(g) funded projects will be evaluated and at least 80% of prior year projects will be audited annually.

Indicator Name: Total dollars returned to the Support Fund from audit irregularities

Indicator LaPAS PI Code:

1. Type and Level: Efficiency - General performance information

2. Rationale: This indicator 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 for internal management purposes.

4. Clarity: The indicator name clearly indicates what is being measured.

5. Validity, Reliability and Accuracy: The reliability is the 8(g) Accounting database.

6. Data Source, Collection and Reporting: Total dollars required to be refunded are tracked and reported annually, at the end of the audit cycle.

7. Calculation Methodology: Total dollars returned will be summed. Paybacks are either by check or by ISIS transaction.

8. Scope: The indicator is aggregated.

9. Caveats: Dollars returned are for projects from previous fiscal year, so reporting of data is one year behind.

10. Responsible Person: Daria McEntyre, 8(g) Accountant Administrator, BESE, (225) 342-5840 (phone), (225) 342-5843 (fax), daria.mcentyre@la.gov