

LOUISIANA
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
(BESE)

STRATEGIC PLAN
(in accordance with Act 1465 of 1997)
FY 2008-09 through FY 2012-13

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LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION (BESE)

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.

Objectives

1. BESE will set key education initiatives and effectively communicate policies to improve student achievement by FY 2009-10. (Goals I and II)
2. Student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.
3. By 2014, the average School Performance Score for K-8 schools will be 106 or above. (Goal I)
By 2014, the average School Performance Score for 9-12 and combination schools will be 105 or above. (Goal I)
4. BESE will work with the Governor, Legislature, State Superintendent, and local districts 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 set key education initiatives and effectively communicate policies to improve student achievement by FY 2009-10. (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 69 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; purchase, lease, or sell land; serve as the “administrative court of last resort” for appeals).

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, 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:

Student achievement as measured by LEAP will improve such that 70% of students in grades 4 and 8 will be eligible for promotion.

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:

- By 2014, the average School Performance Score for K-8 schools will be 106 or above.
By 2014, the average School Performance Score for 9-12 and combination schools will be 105 or above. (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 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 I)

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.

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.

Objectives

1. 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. 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 50% of 8(g) funded projects will be evaluated and audited annually. (Goal II)

Objective #1:

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.

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 of 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

Efficiency:

Average cost per student of elementary/secondary projects

Objective #3:

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 50% of 8(g) funded projects will be evaluated and 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.