

LOUISIANA SCHOOL

FOR MATH, SCIENCE, AND THE ARTS

Natchitoches, Louisiana



STRATEGIC PLAN

2012-2016

LSMSA STRATEGIC PLAN FY12 - FY16

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LOUISIANA SCHOOL FOR MATH, SCIENCE, AND THE ARTS

Strategic Plan FY12 – FY16

Vision

The Louisiana School for Math, Science, and the Arts will provide leadership in offering a world-class education to Louisiana’s high-achieving, highly-motivated students.

Philosophy

The Louisiana School for Math, Science, and the Arts holds an institutional belief in the importance of a free and appropriate public education. The school serves students in ways appropriate to their talents and abilities, empowering those students to meet the high expectations set by themselves, their families, the school, and the state. The institution is responsive to the ever-changing needs of students and provides an environment that is conducive to lifelong learning.

Mission

The Louisiana School for Math, Science, and the Arts, a preeminent state-supported residential high school with competitive admissions for high-achieving, highly-motivated students, fosters in young scholars lifelong growth toward reaching individual potentials and finding places of work and service in a global society through the examination and exchange of ideas in a community of learners.

Goals

- I. The Louisiana School for Math, Science, and the Arts will provide a challenging and nurturing experience for each student enrolled in the school. (R.S. 17:1961)
- II. The Louisiana School for Math, Science, and the Arts will provide support to address curricular and enrichment needs of students throughout the state. (R.S. 17:1965 (C))



LIVING AND LEARNING COMMUNITY PROGRAM

Mission

The mission of the Living and Learning Community Program is to foster in its young scholars lifelong growth toward reaching individual potentials and finding places of work and service in a global society through the examination and exchange of ideas in a community of learners.

Goals

- I. LSMSA will maximize students' opportunities for intellectual and personal growth, preparing them for personal, collegiate, and career success through a curriculum, a mentoring program, and a level of support uniquely available in a residential setting. (R.S. 17:1965)
- II. To increase awareness of the value of LSMSA through an intentional, fully integrated marketing and communications approach that promotes the cause of the school on every front.
- III. To provide opportunities for incoming students to make healthy connections with peers and staff and become familiar with the academic and residential expectations of LSMSA. (R.S. 17:1961, 1965)

Program Activity: LSMSA Operations

Mission

The mission of the Operations activity is to provide, evaluate and manage the human, fiscal and physical capital necessary for the advancement of LSMSA.

Goals

- i. To create and maintain a campus and community that properly supports the school's mission through appropriate infrastructure, personnel, and funding. (R.S. 17:1964)
- ii. To recruit, admit, and enroll qualified students throughout the state. (R.S. 17:1967)

Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Strategy II.1.1: Inform faculty and staff of professional development opportunities in which they can share their expertise in academic disciplines and further the name recognition of LSMSA.

Strategy II.1.2: Offer a 5 day summer enrichment program for middle school students based on middle school areas of focus and interests.



Strategy II.1.3: Work with local legislators to create an Outstanding Middle School student award for each school district.

Strategy II.1.4: Utilize social networking sites to communicate with applicants and their parents/guardians.

Strategy II.1.5: Increase attendance at special events hosted by LSMSA.

Strategy II.1.6: Plan and publicize school events locally, regionally, and statewide.

Strategy II.1.7: Utilize radio and television broadcasts.

Strategy II.1.8: Seek new and otherwise untapped cultural groups and special interest groups with which to discuss LSMSA.

Strategy II.1.9: Increase the number of contacts reached through print publications and digital technology.

Strategy II.1.10: Seek funding from the LSMSA Foundation to advertise quarterly in a statewide publication.

Strategy II.1.11: Respond to web questions and emails to the Admissions email account.

Performance Indicators

Output:	Number of attendees at LSMSA special events Number of parishes visited
Outcome:	Number of publications, special events, and outreach programs per month Number of distinct media utilized per month Number of students added to applicant database Percentage of applicants attending special events
Quality:	Percentage of attendees rating special events Good or Excellent.

Operations Objective i.1: To seek funding at the national sister school average per student funding by FY16 and to allocate funding properly.

Strategy i.1.1: Develop annualized, prioritized funding needs from which the operating budget request will be based and submitted to the LSMSA Board of Directors and the Division of Administration.

Strategy i.1.2: Annually gather funding data from sister schools.



Strategy i.1.3: Conduct monthly budget reviews and make necessary changes to keep funding aligned to prioritized needs.

Strategy i.1.4: Conduct monthly grant request meetings to determine possible grants to seek in order to meet prioritized needs or provide particular opportunities.

Strategy i.1.5: Identify and develop methods for increasing self-generated revenue without imposing additional fee burdens on students and families.

Strategy i.1.6: Identify prioritized needs or particular opportunities that the LSMSA Foundation can support.

Strategy i.1.7: LSMSA will routinely conduct a cost/benefit analysis of the food service program.

Performance Indicators

Input:	Funding as a percentage of national sister school average per student funding
Outcome:	Percentage change in total grant dollars received
Efficiency:	Activity cost per student Activity percent of program total

Operations Objective i.2: To secure funding for two (2) capital outlay projects by FY16.

Strategy i.2.1: Develop prioritized capital project funding needs.

Strategy i.2.2: LSMSA will renew and replace physical assets at the level required to support the program and on the basis of their estimated useful lives.

Strategy i.2.3: Support capital fundraising efforts of the LSMSA Foundation.

Strategy i.2.4: Develop and publish materials that demonstrate the need for capital improvement and capital funding.

Strategy i.2.5: LSMSA will seek to join the deferred maintenance program.

Performance Indicators

Input:	Number of projects submitted for funding
Outcome:	Number of projects funded
Quality:	Percentage of stakeholders rating LSMSA facilities Good or Excellent



Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Strategy ii.1.1: Identify alumni/parents to identify and encourage local students for admission consideration.

Strategy ii.1.2: Utilize student ambassadors to make frequent personal contact with applicants.

Strategy ii.1.3: Increase the number of parishes visited in the state.

Strategy ii.1.4: Identify alumni/parents to host meetings.

Performance Indicators

Input:	Number of alumni/parents involved in community based recruiting Number of completed applications
Output:	Number of parishes visited Number of ambassador personal contacts with applicants
Outcome:	Percentage change in number of complete applications over baseline or prior FY
Efficiency:	Percentage of applicants with complete applications admitted
Quality:	Percentage of parents rating the admission process Good or Excellent.

Operations Objective ii.2: Annually enroll students from at least 80% of the state's parishes.

Strategy ii.2.1: Increase the number of parishes visited in the state.

Strategy ii.2.2: Increase the number of contacts reached through print publications and digital technology.

Performance Indicators

Output:	Number of parishes visited
Outcome:	Percentage of parishes represented in student body



Program Activity: LSMSA Living/Learning Community

Mission

The mission of the Living/Learning Community is to provide students the opportunity to achieve academic and personal excellence through the provision of meaningful instruction, mentoring and support services.

Goal

- i. LSMSA will provide opportunities for intellectual and personal growth and provide for student safety and wellness. (R.S. 17:1965, 1966)

LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Strategy I.1.1: LSMSA will develop and provide a curriculum that meets state graduation and TOPS requirements, and supports studies ranging from traditional liberal arts, to STEM (science, technology, engineering, and math), to pre-professional training in the creative and performing arts.

Strategy I.1.2: LSMSA will examine and shape the curriculum to ensure that it incorporates the appropriate use of current technology, is dynamic, and responds intelligently and creatively to the challenges of a rapidly changing world.

Strategy I.1.3: LSMSA will expand and integrate experiential educational opportunities, particularly in the areas of personal wellness, leadership development, diversity appreciation, and community service.

Strategy I.1.4: LSMSA will provide opportunities for creative expression through studio art clubs, courses, and gallery showings; instrumental and vocal groups and performances; literary journals; and theatrical clubs, courses, and productions especially by taking advantage of the extended school day, evenings, and weekends.

Strategy I.1.5: LSMSA will prepare students for college by providing graduates who matriculate to Louisiana state universities and certain out-of-state universities with up to 54 college credits for general education requirements.

Strategy I.1.6: LSMSA will seek membership on the Board of Regents articulation crosswalk.

Strategy I.1.7: LSMSA will continue pursuing articulation agreements with public and private colleges and universities, both within and outside the state of Louisiana.



Strategy I.1.8: Faculty and staff will advise students of the articulation opportunities and discuss potential benefits and drawbacks.

Strategy I.1.9: LSMSA faculty and staff will encourage and support students in their efforts to demonstrate excellence in academic, co-curricular, and extra-curricular endeavors.

Strategy I.1.10: LSMSA will provide students with the resources and instruction necessary to excel on end-of-course testing.

Performance Indicators

Input:	Incoming students' ACT Composite Number of articulation agreements in place
Output:	Graduating students' ACT Composite Percentage of LSMSA graduates in good standing after first year of college Percentage of LSMSA graduates in remedial courses during the first year in college Available articulated credits to LSMSA graduates at University of Louisiana schools Available articulated credits to LSMSA graduates at other schools Number of seniors Percentage of textbooks more than three years old
Outcome:	Growth in ACT Composite Percentage of graduates qualifying for TOPS Total merit-based grant and scholarship offerings College matriculation in-state Percentage of students scoring Good and Excellent on end-of-course testing Percentage of sections with enrollment above 15:1 ratio
Efficiency:	Percentage of LSMSA graduates matriculating to in-state colleges with articulation agreements
Quality:	Recipient of the Golden Achievement Award from LSU

LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.

Strategy I.2.1: LSMSA will hire and retain a SACS Commission on Colleges qualified faculty by offering salaries and benefits commensurate with their skill and experience and competitive with initial salaries offered to faculty members at national sister schools.



Strategy I.2.2: LSMSA will hire and retain student life staff, operational and support staff, and administrative staff according to a standard for training and experience that can ensure their success, and will provide compensation at a level competitive with similar positions at national sister schools.

Strategy I.2.3: LSMSA will provide opportunities for the professional, personal, and intellectual growth and rejuvenation, possibly through sabbatical leave, of faculty and staff.

Strategy I.2.4: LSMSA will provide and require faculty and staff members' participation in development opportunities that enable them to remain current and effective in the multiple aspects of educating and supporting students in the LSMSA community.

Strategy I.2.5: LSMSA will conduct all searches for an open position in ways that attract candidates nationally and locally, and that actively support the goals of Equal Employment Opportunity.

Performance Indicators

Input:	Percentage of faculty with terminal degrees
Output:	Percentage of faculty and staff participating in on-campus professional development opportunities Percentage of faculty and staff participating in off-campus professional development opportunities
Outcome:	Annual attrition of faculty and staff
Efficiency:	Percentage of average LSMSA faculty salary compared to average national sister school salary Percentage of average LSMSA staff salary compared to average national sister school salary Average number of days taken to resolve reported facility concerns
Quality:	Percentage of faculty and staff rating administrative support Good or Excellent

LLC Objective I.3: To obtain 100% student participation in optional, enrichment opportunities that advance student learning and growth.

Strategy I.3.1: LSMSA will review program requirements and make revisions that will allow for greater flexibility in the total program for students to select their areas of study and engagement. In this context, the "total program" will include academics, student life, the co- and extracurricular activities, athletics, and other required or expected elements.



Strategy I.3.2: LSMSA will provide opportunities for students to hear locally- and nationally-recognized lecturers, speakers, and presenters on a variety of topics.

Strategy I.3.3: LSMSA will provide students with academic, artistic, cultural, athletic, social, and community-building opportunities through our relationship with Northwestern State University.

Strategy I.3.4: Academic advisors will encourage every student to explore all areas of the student's academic interest and to take advantage of LSMSA's unique educational opportunities as a means to further his or her intellectual and personal development.

Strategy I.3.5: LSMSA will identify and mentor students through the inquiry, nomination/application and selection processes for summer programs, summer internships, and regionally- and nationally-competitive community service, leadership development, and academic engagement awards.

Strategy I.3.6: LSMSA will introduce students to various areas of interest and thought through diverse curricular and extracurricular opportunities.

Strategy I.3.7: LSMSA will provide mentoring and skill development through a campus work service program.

Strategy I.3.8: LSMSA will provide students with opportunities to develop independent living skills, study skills, and time management skills in a supportive and nurturing environment.

Performance Indicators

- Output:** Number of enrichment opportunities offered
Percentage of students taught by adjunct instructors
- Outcome:** Percentage of students participating in growth opportunities over baseline or prior year data
Percentage of students involved in summer internship, research, or leadership opportunities
- Efficiency:** Annual savings in operating costs due to work service program

LLC Objective I.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.

Strategy I.4.1: LSMSA will provide a comprehensive college-counseling and career-exploration program by involving academic advisors, alumni, and counselors.

Strategy I.4.2: Faculty and staff will advise students of the articulation opportunities and discuss potential benefits and drawbacks.



Strategy I.4.3: LSMSA will increase students' exposure to and opportunities to apply to selective and highly selective colleges and universities.

Strategy I.4.4: LSMSA faculty and staff will encourage and support students in their efforts to demonstrate excellence in academic, co-curricular, and extra-curricular endeavors.

Strategy I.4.5: LSMSA will provide opportunities for students to meet and network with alumni.

Strategy I.4.6: LSMSA will review a battery of college admissions standards in order to best inform students of requirements.

Performance Indicators

Output: Number of colleges visiting LSMSA

Outcome: College matriculation in-state

College matriculation out-of-state

Number of states in which LSMSA graduates are offered college admission

Number of colleges offering scholarships

Percentage of graduates accepted to colleges

LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition 33% by FY16.

Strategy i.1.1: LSMSA will provide academic, personal, and social support services through the collaborative efforts of the academic advising program, the counseling center, the residential life office, and the student affairs office, among others.

Strategy i.1.2: LSMSA will redress uneven academic preparation prior to LSMSA matriculation through summer initiatives, complementary work, and other forms of mentoring.

Strategy i.1.3: LSMSA will evaluate and improve the advising system in order to accommodate the needs and encourage the interests of each student throughout his or her time at LSMSA.

Strategy i.1.4: LSMSA will provide faculty and staff intervention to address personal challenges that impact academic progress, social development, enrollment retention, and successful completion of graduation requirements.



Strategy i.1.5: LSMSA will provide a comprehensive orientation program integrating both academic and student affairs to prepare students for the transition to a residential high school program.

Strategy i.1.6: LSMSA will improve communication and promote interaction among faculty, staff and students so that all groups work collaboratively to address shared concerns and to advance toward achieving the school's mission.

Strategy i.1.7: Faculty and staff will work proactively to identify students having difficulty with the curriculum and report any concerns to the appropriate resource.

Strategy i.1.8: Faculty and staff will be alert to changes in student behavior and report concerns to the appropriate resource.

Strategy i.1.9: LSMSA will provide resources for student engagement and involvement in social and service opportunities.

Strategy i.1.10: LSMSA will provide extra- and co-curricular opportunities that engage student interest and challenge students toward more active community involvement.

Strategy i.1.11: LSMSA will provide opportunities for the development of both collaborative and teamwork skills through club sports, interscholastic athletics, and competitive curricular and co-curricular programs.

Strategy i.1.12: LSMSA will employ a full-time nurse to support student health and wellness.

Strategy i.1.13: LSMSA student affairs staff will provide instruction in personal wellness using a multidimensional wellness model.

Strategy i.1.14: LSMSA faculty and staff will provide instruction in personal safety and security.

Strategy i.1.15: LSMSA will provide community standards for both academic and behavioral conduct.

Strategy i.1.16: LSMSA will maintain living and learning facilities and resolve problems that impact student safety and wellness in a timely manner.

Strategy i.1.17: LSMSA will develop and disseminate a comprehensive emergency plan to direct faculty and staff in responding to issues that may arise and will provide both training and reinforcement in that plan.



Strategy i.1.18: LSMSA will employ counselors to provide crisis intervention and personal counseling to support the health and wellness of the student body.

Strategy i.1.19: LSMSA will monitor and evaluate the quality of the food service offerings.

Performance Indicators

- Output:** Average number of students visiting nurse weekly
Number of wellness events held each semester
- Outcome:** Number of students
Attrition by academic year
Attrition by graduating class
Attrition of two-year students
Attrition of three-year students
Average weekly referrals to other health professionals
Average monthly referrals to counselors for wellness concerns
- Efficiency:** Activity cost per student
Activity percent of program total
Percentage of students treated by nurse without referral
Average number of days taken to resolve reported facility concerns
Average number of students per student life advisor
- Quality:** Percentage of students rating the LSMSA experience Good or Excellent
Percentage of students rating the overall food service program Good or Excellent



Program Activity: LSMSA Summer Programs

Mission

The mission of the Summer Programs activity is to further the philosophy of LSMSA by extending the school year and providing additional opportunities to promote the intellectual and personal growth of students identified in the admissions process.

Goal

- i. To provide a solid foundation for academic success at LSMSA for certain incoming students who have insufficient academic preparation. (R.S. 17:1965 (C))

Summer Programs Objective I.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Strategy I.1.1: Use course request information to identify those courses in which the demand for acceleration is greatest.

Strategy I.1.2: Use historical grade information to identify those courses in which students need remediation.

Strategy I.1.3: Publicize available courses to incoming and returning students.

Performance Indicators

Output:	Number of courses offered Number of students enrolled
Outcome:	Percentage of students enrolled earning credit from summer courses Percentage of enrolled students in Core 4 qualifying courses
Efficiency:	Activity cost per student Activity percent of program total
Quality:	Percentage of students rating the instructor and content of the course Good or Excellent

Summer Programs Objective III.1: Acclimate incoming students to the LSMSA Living/Learning Community through participation in a comprehensive and well-developed new student orientation program.

Strategy III.1.1: Each incoming student will attend workshops hosted by faculty and staff in the Living/Learning Community that are designed to familiarize them with instructional and residential expectations.



Strategy III.1.2: Each incoming student will meet with an academic advisor in order to align fall course choices with graduation requirements, student aptitudes, and student interests.

Strategy III.1.3: Each incoming student will participate in social and recreational activities designed to facilitate developing connections with peers, faculty, staff and support resources.

Performance Indicators

- Output:** Number of social and recreational activities
Number of workshops offered
- Outcome:** Percentage of students matriculating that attended NSO
- Quality:** Percentage of students ranking NSO Awesome or Super Duper!

Summer Programs Objective III.2: LSMSA will provide students with a comprehensive and well-developed expanded orientation program that will decrease the percentage of incoming students on academic probation at the end of the first grading period by 10% each year and decrease attrition of incoming students 25% by FY16.

Strategy III.2.1: Provide a comprehensive orientation program using faculty and staff in the Living/Learning Community to prepare students for the transition to a residential high school program.

Strategy III.2.2: Faculty and staff will identify and provide targeted instruction in "core" skills required within each content area.

Strategy III.2.3: Provide all incoming students with relevant learning style and cognitive assessments for use by students, parents, staff, and faculty.

Strategy III.2.4: Facilitate the development of a mentoring relationship with an adult at LSMSA (academic advisor, teacher, counselor, SLA, etc.)

Performance Indicators

- Output:** Average number of contact hours between students and faculty and staff
- Outcome:** Percentage of incoming students on academic probation at the end of the first grading period
Academic year attrition of incoming students



Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Strategy i.1.1: Identify prospective students having the potential for success at LSMSA, but who do not possess the academic background necessary to make the transition from their home schools to LSMSA.

Strategy i.1.2: Perform outreach activities in under-performing communities/areas.

Strategy i.1.3: Provide an intensive four-week program during the summer to familiarize students with LSMSA.

Performance Indicators

Output: Number of school communities in Academic Assistance or Academically Unacceptable statuses visited

Number of students enrolled in EXCEL

Outcome: Percentage of students completing EXCEL

Percentage of EXCEL students from under-performing schools or districts meeting federal poverty guidelines

Percentage of EXCEL students who complete the program successfully and matriculate

EXCEL class attrition



LOUISIANA VIRTUAL SCHOOL PROGRAM

Mission

The mission of the Louisiana Virtual School Program, a collaboration between the Louisiana Department of Education (LDOE) and the Louisiana School for Math, Science, and the Arts, is to support the LDOE mission for the Louisiana Virtual School (LVS).

Goals

- I. To comply efficiently with the requirements of each funding grant for the LVS.
- II. Through the LVS, to develop a curriculum beyond LDOE's LVS curriculum that will meet the needs of high-achieving, highly-motivated students. (R.S. 17:1965 (C))
- III. Inform stakeholders about the role the LVS plays in providing instruction otherwise unavailable to schools throughout the state.

Program Activity: [LSMSA Louisiana Virtual School](#)

LVS Objective I.1: LSMSA will have no audit findings as a result of its work with the LVS.

Strategy I.1.1: Maintain the current forms and data requirements as determined by LSMSA.

Strategy I.1.2: Develop and follow a protocol for the dissemination and overview of all IAT budgets that support the LVS.

Strategy I.1.3: Follow the timeline for reimbursement as outlined in the internal LSMSA/LVS Operating Agreement.

Strategy I.1.4: Develop an online communication system to gather information.

Strategy I.1.5: Develop and maintain an online communication system with participating schools to facilitate the flow of inventory information.

Strategy I.1.6: Maintain a database for LVS materials and supplies.

Performance Indicators

Outcome: Number of audit findings as a result of work with the LVS



LVS Objective II.1: Each year LSMSA will develop and offer at least one course that provides acceleration and/or enrichment opportunities for high-achieving, highly-motivated middle school students.

Strategy II.1.1: Create a development team that will determine who best to partner with to offer content.

Strategy II.1.2: Advertise middle school course offerings throughout the state.

Strategy II.1.3: Source appropriate online and/or digital sources to replace physical course support material.

Performance Indicators

Input: Number of requests for course development

Output: Number of courses developed each year

Outcome: Number of students served

Quality: Percentage of students enrolled in courses rating the course(s) Good or Excellent

LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Strategy III.1.1: Gather data about LVS instructional offerings.

Strategy III.1.2: Provide information upon request.

Performance Indicators

Output: Number of parishes served
Number of schools served
Number of students served
Number of sections scheduled

Outcome: Number of students in TOPS qualifying courses
Number of students in Advanced Placement courses
Number of students in Dual Enrollment courses

Efficiency: Percentage of students enrolled in TOPS qualifying courses



STRATEGIC PLANNING PROCESS DOCUMENTATION

X Planning Process

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

X Analysis Tools Used

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

X Stakeholders (customers, Compilers, Expectation Group, Others) Identified

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

X Authorization for Goals

- X Authorization exists
- X Authorization (funding) needed
- X Authorization included in plan process documentation

X External Operating Environment

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

X Formulation of Objectives

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



X Building Strategies

X Organizational capacity analyzed

X Needed organizational structure or procedural changes identified

X Resource needs identified

X Strategies developed to implement needed changes or address resource needs

X Action plans developed; timelines conformed; and responsibilities assigned

X Building in Accountability

X Balanced sets of performance indicators developed for each objective

X Indicator Documentation Sheets completed

X Internal accountability process or system implemented to measure progress

X Fiscal Impact of Plan

X Impact on operating budget

 Impact on capital outlay budget

X Means of finance identified for budget change

X Return on investment determined to be favorable



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Number of attendees at LSMSA special events

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The number attending special events from outside the Louisiana School will help promote the name of the school statewide.
- 3. What is the source of the indicator?** A count of those attending special events hosted by the Office of Outreach and Admissions will be considered.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** An attendance figure will be logged in after each event.
- 5. How is the indicator calculated?** Addition
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Number of parishes visited

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must continue to attract high-achieving, highly-motivated students in order to maintain a student body representative of the state's overall population.
- 3. What is the source of the indicator?** LDOE Data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Collection of data will be made and reported annually.
- 5. How is the indicator calculated?** The number of all visits to all parishes will be added.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Number of publications, special events, and outreach programs per month

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** The number of printed and mailed materials, special events, and outreach programs should assistance in increasing awareness of the Louisiana School across the state.
- 3. What is the source of the indicator?** The number of publications, special events, and outreach programs per month will be kept on a log.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Monthly collection and reporting annually.
- 5. How is the indicator calculated?** A total number will be calculated.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning and Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Number of distinct media utilized per month

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must utilize funds allocated for recruitment purposes wisely. A determination of the effects of distinct media on recruitment should be made to determine its effectiveness in meeting objectives.
- 3. What is the source of the indicator?** A monthly record of visits and new fans on the Admissions professional Facebook page will be logged. The number of other media such as radio and television will be maintained.
How reliable is the source? It is reliable.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected monthly and reported annually.
- 5. How is the indicator calculated?** The summation of all media will be determined. **Is this a standard calculation?** Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Admissions and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Number of students added to applicant database

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** A continual evaluation of the use of media should be made by the Office of Outreach and Admissions. One distinct media may be more effective thus increasing efforts on that front should be made. A determination of media not proving successful should be made to seek better results.
- 3. What is the source of the indicator?** A determination of how the student heard about the Louisiana School on the application instrument.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** A monthly reporting will be made.
- 5. How is the indicator calculated?** Adding the number of media utilized.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Percentage of applicants attending special events

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** The number of applicants attending special events will be used to assist in evaluating the use of media in endeavors to inform.
- 3. What is the source of the indicator?** The number of participants at events hosted by the Office of Outreach and Admissions.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The collection of data will be made after each special event and reported annually.
- 5. How is the indicator calculated?** The summation of those in attendance at special events.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective II.1: LSMSA will provide descriptive, meaningful information to statewide stakeholders through a variety of media with at least one publication, special event or outreach program every month.

Indicator: Percentage of attendees rating special events Good or Excellent.

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must maintain a high level of service to students, families, and other interested stakeholders in order to be able to continue to attract students to LSMSA. It is crucial that the office have information on the success and reception of its initiatives so that it is constantly able to adapt to changing interests.
- 3. What is the source of the indicator?** Attendees will be asked to rate various aspects of the special events hosted by the Office of Outreach and Admissions.
How reliable is the source? It is survey data, but it is being received from the direct client group.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected at the end of each special event.
- 5. How is the indicator calculated?** Percent of respondents answering "How would you rate the overall program attended." Good or Excellent.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective i.1: To seek funding at the national sister school average per student funding by FY16 and to allocate funding properly.

Indicator: Funding as a percentage of national sister school average per student funding

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** LSMSA is unlike any other secondary school in Louisiana and thus can only be compared by its peer sister schools. Because of the residential nature of the school and the overall value the school brings to the state and its students, full funding is critical. The school's governing statutes state the goal of full funding, and this indicator will show any discrepancies.
- 3. What is the source of the indicator?** LSMSA budget information will come from state budget documents. Sister school funding information will be solicited.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The collection of data will be completed each fall and reported every quarter.
- 5. How is the indicator calculated?**
$$\frac{[(\text{LSMSA SGF and MFP})/(\text{total students enrolled})]}{(\text{average national sisters school per student funding})}$$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** Sister Schools, as defined elsewhere in the strategic plan.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** It does rely on sister schools to report the information, but collaboration with them is improving.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective i.1: To seek funding at the national sister school average per student funding by FY16 and to allocate funding properly.

Indicator: Percentage change in total grant dollars received

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** In order to diversity means of financing and retain viability in difficult economic climates, the school continually seeks to obtain grant funding for identified needs. The indicator will be a measure of success in doing so.
- 3. What is the source of the indicator?** Grant approval letters
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The collection of data will be completed on an ongoing basis and will be reported each quarter.
- 5. How is the indicator calculated?**
 $(\text{grant funding received in FY}(t) - \text{grant funding received in FY}(t-1)) / (\text{grant funding received in FY}(t-1)) * 100$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of External Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective i.1: To seek funding at the national sister school average per student funding by FY16 and to allocate funding properly.

Indicator: Activity cost per student

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The school and state needs information on per client expenditures in order to assess value and appropriately fund state-wide programs.
- 3. What is the source of the indicator?** Budget documents
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year and reported quarterly
- 5. How is the indicator calculated?**
(Total funding for the Operations activity)/(total number of students enrolled)
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective i.1: To seek funding at the national sister school average per student funding by FY16 and to allocate funding properly.

Indicator: Activity percent of program total

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The school and state needs information on per client expenditures in order to assess value and appropriately fund state-wide programs.
- 3. What is the source of the indicator?** Budget documents
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year and reported quarterly
- 5. How is the indicator calculated?**
$$\frac{\text{(funding for the LLC activity)}}{\text{(total funding for the Living and Learning Community Program)}} * 100$$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community
Activity: LSMSA Operations
Objective: Operations Objective i.2: To secure funding for two (2) capital outlay projects by FY16
Indicator: Number of projects submitted for funding

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** The school must provide adequate facilities in order to promote and maintain a high level of enthusiasm. Also, it is critical that inadequate, even poor facilities not distract from the ongoing activities of the students, faculty and staff.
- 3. What is the source of the indicator?** Capital Outlay request
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected when the Capital Outlay request is submitted and will be reported annually.
- 5. How is the indicator calculated?** Simple count of projects submitted for funding
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective i.2: To secure funding for two (2) capital outlay projects by FY16

Indicator: Number of projects funded

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** The school must provide adequate facilities in order to promote and maintain a high level of enthusiasm. Also, it is critical that inadequate, even poor facilities not distract from the ongoing activities of the students, faculty and staff.
- 3. What is the source of the indicator?** Capital Outlay request
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected when the Capital Outlay bill is signed by the Governor and will be reported annually.
- 5. How is the indicator calculated?** Simple count of projects funded each year.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community
Activity: LSMSA Operations
Objective: Operations Objective i.2: To secure funding for two (2) capital outlay projects by FY16
Indicator: Percentage of stakeholders rating LSMSA facilities Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** In order to support the need for Capital Outlay funding and to ensure ongoing efforts are satisfactory, input from stakeholders will be solicited. If the clients of the school are not satisfied with the facilities and are not well served by them, then the school must address those concerns.
- 3. What is the source of the indicator?** Surveys
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** An annual survey is conducted early in the second semester.
- 5. How is the indicator calculated?**
(number of respondents responding Good or Excellent)/(total number of respondents answering question) * 100. A weighted scale is used to measure the respondents' satisfaction.
Is this a standard calculation? Yes.
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** The survey is developed and sponsored jointly between the Director of Fiscal Affairs and the Student Government Association. Results of the survey are discussed in a student forum with the school's administrators.
- 9. Does the indicator have limitations or weaknesses?** While every effort is made to have 100% participation in the survey process, it is not mandatory. All survey responses are anonymous.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Number of alumni/parents involved in community based recruiting.

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must maintain contacts with alumni/parents in order to full utilize the model of community based recruiting.
- 3. What is the source of the indicator?** Number of alumni/parents assisting with recruitment efforts in their local areas.
How reliable is the source? As reliable as the reporting of such efforts to the Director of Outreach and Admissions.
- 4. What is the frequency and timing of collection or reporting?** The number of alumni/parents involved in individual recruitment activities will be logged in after each event.
- 5. How is the indicator calculated?** A log will be kept weekly.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?**
Sharon Williams, Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** Reliance on alumni/parents reporting their involvement along with timely logging in of information and not relying on memory.
Is the indicator a proxy or surrogate? Yes
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Number of completed applications

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** No student can be admitted to LSMSA without a complete application file. The school must track its applicant pool and the only true data is by tracking completed applications.
- 3. What is the source of the indicator?** Application files
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The information will be collected throughout the academic year and reported quarterly.
- 5. How is the indicator calculated?** Count of completed applications
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** No
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** Reliance on alumni/parents reporting their involvement along with timely logging in of information and not relying on memory.
Is the indicator a proxy or surrogate? Yes
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Number of parishes visited

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must continue to attract high-achieving and highly-motivated students from the state's parishes in order to maintain a student body representative of the state's overall population.
- 3. What is the source of the indicator?** The parishes visited during an academic year will be determined.
How reliable is the source? The data will be received from the travels of the Outreach and Admissions staff.
- 4. What is the frequency and timing of collection or reporting?** Collection of data will be made monthly and reported annually.
- 5. How is the indicator calculated?** The number of all visits to all parishes will be added.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Number of ambassador personal contacts with applicants

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions will utilize age-group peers to assist in recruitment endeavors. The office's philosophy is to utilize all segments of the Living/Learning Community.
- 3. What is the source of the indicator?** Logging in the number of ambassadors who report to the Outreach and Admissions Office to assist in phoning and writing applicants.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The logs will be checked weekly and reported monthly.
- 5. How is the indicator calculated?** Adding the number of ambassadors used in this particular endeavor. **Is this a standard calculation?** Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Percentage change in number of complete applications over baseline or prior FY

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must determine how best to recruit the eligible students in the parish. The number of completed applications from year to the next will give us insight in how our efforts are being perceived.
- 3. What is the source of the indicator?** A percentage change of those completing the application process in the year will be made compared to those completing the prior year.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Yearly before the beginning of the new school term.
- 5. How is the indicator calculated?**
(number of completed applications FY(t) – number of completed applications FY(t-1)) / (number of completed applications FY(t-1)) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Percentage of applicants with complete applications admitted

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** Theoretically, the Office of Outreach and Admissions will have a larger applicant pool from which to select incoming students. Increasing the number of those with completed applications will maintain that applicant pool.
- 3. What is the source of the indicator?** Applicant files and enrollment data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Yearly before the beginning of the new school term.
- 5. How is the indicator calculated?**
(number of incoming students) / (number of students with completed applications in that year) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.1: Annually increase the number of students completing the application process by 3%.

Indicator: Percentage of parents rating the admission process Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must maintain a high level of service to students, families, and other interested stakeholders in order to be able to continue to attract students to LSMSA. It is crucial that the office have information on the success and reception of its initiatives so that it is constantly able to adapt to changing interests.
- 3. What is the source of the indicator?** Attendees will be asked to rate various aspects of the admission process.
How reliable is the source? It is survey data, but it is being received from the direct client group.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected at the end of each academic year.
- 5. How is the indicator calculated?** Percent of respondents answering “How would you rate the overall admission process?” Good or Excellent.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.2: Annually enroll students from at least 80% of the state's parishes.

Indicator: Number of parishes visited

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must continue to attract high-achieving and highly-motivated students from the state's parishes in order to maintain a student body representative of the state's overall population.
- 3. What is the source of the indicator?** The parishes visited during an academic year will be determined.
How reliable is the source? The data will be received from the travels of the Outreach and Admissions staff.
- 4. What is the frequency and timing of collection or reporting?** Collection of data will be made monthly and reported annually.
- 5. How is the indicator calculated?** The number of all visits to all parishes will be added.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Operations

Objective: Operations Objective ii.2: Annually enroll students from at least 80% of the state's parishes.

Indicator: Percentage of parishes represented in student body

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** As a statewide school, LSMSA must attempt to serve as many regions of the state as possible. This indicator will indicate whether or not that is happening.
- 3. What is the source of the indicator?** Enrollment and demographic data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected at the beginning of the academic year and will be reported annually.
- 5. How is the indicator calculated?**
 $(\text{number of parishes represented in student body}) / (\text{total number of parishes in Louisiana}) * 100$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Incoming students' ACT Composite

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** The school seeks qualified students for admissions. One of the criteria for consideration is the student's score on the ACT. This indicator partially demonstrates the quality of the students who are accepted into the school.
- 3. What is the source of the indicator?** The information is received during the application process, from the student and from ACT.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** This information is collected throughout the admission process and is reported at the start of each academic year.
- 5. How is the indicator calculated?** The average is calculated across all incoming students.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.** The ACT composite score is a score generated by the ACT program that evaluates overall performance on a scale from 0-36. ACT is widely recognized in education.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate for all incoming students.
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach & Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Number of articulation agreements in place

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** Provides required data.
- 3. What is the source of the indicator?** Internal data base.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data base is updated as new agreements are added, modified or eliminated.
- 5. How is the indicator calculated? Is this a standard calculation?** This is a list that does not require calculation.
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** The list contains the names and numbers of LSMSA courses that receive college credit at participating universities.
- 7. Is the indicator an aggregate or disaggregate figure?** This is an aggregate list.
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The list contains agreements with eight, in-state, public universities and one out-of-state college. The agreements do not cover the same courses or the same number of courses. Credit granted by articulation is generally conditioned by the university to be awarded on a final university transcript (i.e., credits are generally not transferrable to the universities.) The data have no bias.
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow College Counselors and others to advise LSMSA students of opportunities offered by articulated credit to avoid repeating instruction in material already learned. It provides a comparative metric for prospective students and other interested parties in evaluating LSMSA and other Louisiana high schools.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Graduating students' ACT Composite

1. **What is the type of the indicator?** Output
2. **What is the rationale for the indicator?** The indicator provides a basis for comparison of LSMSA graduates with those of other graduates in the state and nation.
3. **What is the source of the indicator?** The information is received by the counseling office each time a student takes the exam.
How reliable is the source? Completely
4. **What is the frequency and timing of collection or reporting?** This information is collected throughout a student's enrollment and is reported at the end of each academic year.
5. **How is the indicator calculated?** The average is calculated across all graduating students.
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
The ACT composite score is a score generated by the ACT program that evaluates overall performance on a scale from 0-36. ACT is widely recognized in education.
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate for all graduating students.
8. **Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Percentage of LSMSA graduates in good standing after first year of college

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The quality of a student's education at LSMSA and the development of self management skills should result in both academic and personal success.
- 3. What is the source of the indicator?** LDOE "First Time Freshman Report"
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The First Time Freshman Report is released in July.
- 5. How is the indicator calculated?** Data gathered by LDOE
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate for all graduating students.
- 8. Who is responsible for data collection, analysis, and quality?** LDOE
- 9. Does the indicator have limitations or weaknesses?** The data only reflects graduates who matriculated in-state.
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Percentage of LSMSA graduates in remedial courses during the first year in college

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The quality of a student's education at LSMSA should not need remediation in college.
- 3. What is the source of the indicator?** LDOE "First Time Freshman Report"
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The First Time Freshman Report is released in July.
- 5. How is the indicator calculated?** Data gathered by LDOE
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate for all graduating students.
- 8. Who is responsible for data collection, analysis, and quality?** LDOE
- 9. Does the indicator have limitations or weaknesses?** The data only reflects graduates who matriculated in-state.
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Available articulated credits to LSMSA graduates at University of Louisiana schools

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Measures the value of an LSMSA education to LSMSA students
- 3. What is the source of the indicator?** Internal data base.
How reliable is the source? Reliably tracks existing articulation agreements.
- 4. What is the frequency and timing of collection or reporting?** The data base is updated as new agreements are added, modified or eliminated.
- 5. How is the indicator calculated? Is this a standard calculation?** This is a list that does not require calculation.
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** The list contains the names and numbers of LSMSA courses that receive college credit at participating universities.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The list contains agreements with eight, in-state, public universities and one out-of-state college. They do not cover the same courses or the same number of courses. Credit granted by articulation is generally conditioned by the university to be awarded on a final university transcript (i.e., credits are generally not transferrable to the universities.) The data have no bias.
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow College Counselors and others to advise LSMSA students of opportunities offered by articulated credit to avoid repeating instruction in material already learned. It provides a comparative metric for prospective students and other interested parties in evaluating LSMSA and other Louisiana high schools.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Available articulated credits to LSMSA graduates at other schools

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** Measures the value of an LSMSA education to LSMSA students
- 3. What is the source of the indicator?** Internal database.
How reliable is the source? Reliably tracks existing articulation agreements.
- 4. What is the frequency and timing of collection or reporting?** The data base is updated as new agreements are added, modified or eliminated.
- 5. How is the indicator calculated? Is this a standard calculation?** This is a list that does not require calculation.
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** The list contains the names and numbers of LSMSA courses that receive college credit at participating universities.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The list contains agreements with eight, in-state, public universities and one out-of-state college. The agreements do not cover the same courses or the same number of courses. Credit granted by articulation is generally conditioned by the university to be awarded on a final university transcript (i.e., credits are generally not transferrable to the universities.) The data have no bias.
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow College Counselors and others to advise LSMSA students of opportunities offered by articulated credit to avoid repeating instruction in material already learned. It provides a comparative metric for prospective students and other interested parties in evaluating LSMSA and other Louisiana high schools.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.
Indicator: Number of seniors

1. **What is the type of the indicator?** Output
2. **What is the rationale for the indicator?** Shows the total number of seniors served.
3. **What is the source of the indicator?** Head count of enrolled seniors.
4. **What is the frequency and timing of collection or reporting?** A count will be conducted October 1, and February 1 of each year. A final count will be taken just before graduation.
5. **How is the indicator calculated?** Headcount
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Registrar
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.
Indicator: Percentage of textbooks more than three years old

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** State law requires that the school develop students to their full potential. To do so, the school must offer up-to-date textbooks that reflect changes in information. Additionally, the textbooks used by the school are college-level texts which are designed for a life of only two to three years. To provide up-to-date instruction and textbooks that are not worn out, the school must replace textbooks regularly. This indicator demonstrates the percentage of textbooks that are considered obsolete or beyond repair.
- 3. What is the source of the indicator?** Internal database.
- 4. What is the frequency and timing of collection or reporting?** The indicator will be calculated and reported each quarter.
- 5. How is the indicator calculated?** The number of textbooks that have been in service for more than three years is divided by the total number of textbooks in service.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Growth in ACT Composite

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Measures the value of an LSMSA education to LSMSA students.
- 3. What is the source of the indicator?** ACT scores, as received initially in the admission process and then directly from ACT when graduating LSMSA seniors take the ACT.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?** The incoming student ACT composite indicator will be subtracted from the graduating ACT composite indicator.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** The ACT composite score is a score generated by the ACT program that evaluates overall performance on a scale from 0-36. ACT is widely recognized in education.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The indicator is a standard comparative figure.
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow LSMSA to compare its performance to other high schools in Louisiana as well as sister schools across the nation.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Percentage of graduates qualifying for TOPS

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** TOPS scholarships are awarded to students who earn credit in specified college-preparatory courses. This indicator demonstrates the huge percentage of LSMSA students who meet and exceed those requirements.
- 3. What is the source of the indicator?** Number of students being verified as qualifying by the LDOE.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?** The number of LSMSA graduates receiving TOPS scholarships is divided by the total of all LSMSA graduating seniors
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** TOPS is a state funded scholarship program for Louisiana students enrolling in Louisiana universities.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The indicator is a standard comparative figure.
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow LSMSA to compare its performance to other high schools in Louisiana as well as sister schools across the nation.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.
Indicator: Total merit-based grant and scholarship offerings

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** LSMSA students are much sought after by colleges and universities both in-state and out-of-state. This indicator demonstrates the value of LSMSA students to colleges and universities.
- 3. What is the source of the indicator?** Reported offers by graduating seniors.
How reliable is the source? It does partially rely on students self-reporting.
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?** The sum of total merit-based grant and scholarship offers to each graduating class.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The indicator is a standard comparative figure.
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow LSMSA to compare its performance to other high schools in Louisiana as well as sister schools across the nation.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: College matriculation in-state

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** LSMSA graduates should be highly sought after by Louisiana colleges and universities.
- 3. What is the source of the indicator?** Louisiana Department of Education "First Time Freshman Report"
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** First Time Freshman Report is released in July
- 5. How is the indicator calculated?** Data gathered by Louisiana DOE.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Louisiana DOE
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, a mentoring program, and a level of support uniquely available in a residential setting.

Indicator: Percentage of students scoring Good or Excellent on end-of-course testing

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** To determine if students at LSMSA are performing better than their peers at other Louisiana secondary education institutions on state-mandated End-of-Course (EOC) tests.
- 3. What is the source of the indicator?** The Louisiana Department of Education tracks and reports EOC testing results to school districts.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
- 5. How is the indicator calculated?**
(number of students scoring Good or Excellent)/(number of students testing) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
EOC tests are a recommendation of the High School Redesign Commission to help improve the consistency and rigor of high school courses across the state. For incoming freshmen in 2010–2011 and beyond, students must meet certain EOC standards to earn a high school diploma.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.
Indicator: Percentage of sections with enrollment above 15:1 ratio

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Although the school cannot meet the statutory limit of 15 students in each classroom, efforts are made to minimize the number of over-enrolled classes by combining sections, moving students from over-enrolled sections to under-enrolled sections, using adjunct instructors, etc. This indicator demonstrates the schools efforts to limit these classes in terms of how many classes are over-enrolled versus the number of classes that meet the statutory limit.
- 3. What is the source of the indicator?** Master schedule enrollments.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Quarterly, based on current courses scheduled.
- 5. How is the indicator calculated?** $(\text{number of sections with enrollment above } 15:1) / (\text{number of sections}) * 100$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** This is an aggregate list.
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** No
- 10. How will the indicator be used in management decision making and other agency processes?** The data will allow LSMSA to compare its performance to other high schools in Louisiana as well as sister schools across the nation.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.

Indicator: Percentage of LSMSA graduates matriculating to in-state colleges with articulation agreements

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** Measures the value of an LSMSA education to LSMSA students.
- 3. What is the source of the indicator?** LSMSA Articulation matrix and the list of colleges to which LSMSA graduates matriculate.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated? Is this a standard calculation?** This indicator is a collection of names from two discrete lists to provide the required data.
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The indicator is a ratio of the number of matriculates to colleges and universities within Louisiana that have articulation agreements with LSMSA to the total of matriculates to colleges and universities within Louisiana.
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the strength of its course offerings and the value of its education to its students.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.1: LSMSA will outperform all other Louisiana secondary education institutions, as evidenced by a battery of data from the First Time Freshman Report, college credits through articulation, ACT composite score, and percentage of students qualifying for TOPS.
Indicator: Recipient of the Golden Achievement Award from LSU

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** Measures the value of an LSMSA education to LSMSA students.
- 3. What is the source of the indicator?** Annual award by LSU to the schools whose seniors earn the most college credit during LSU Spring Testing
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated? Is this a standard calculation?** Annual award
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** The indicator compares the college preparation of LSMSA seniors intending to matriculate to LSU to other high school college prep programs.
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the strength of its course offerings and the value of its education to its students.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.
Indicator: Percentage of faculty with terminal degrees

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** The minimum academic qualification for a faculty member at LSMSA is a Master's Degree in the subject(s) the faculty member teaches. State law mandates that the school develop students to their full potential. These two factors force the school to employ highly-qualified instructors. In so doing, the school employs many faculty members who have more than the minimum qualification. Most have terminal degrees in their disciplines. This indicator demonstrates the percentage of the faculty that possesses terminal degrees in their fields.
- 3. What is the source of the indicator?** This data is maintained by the Director of Academic Affairs and is updated when new faculty members are employed or current faculty members complete additional degrees.
How reliable is the source? Reliable
- 4. What is the frequency and timing of collection or reporting?** Annually, at the start of each academic year.
- 5. How is the indicator calculated?**
 $(\text{Number of faculty with terminal degrees}) / (\text{total number of faculty}) * 100$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** None.
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the strength of its course offerings and the value of its education to its students.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.

Indicator: Percentage of faculty and staff participating in on-campus professional development opportunities

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** In order to equip faculty/staff with skills for success in their work, common professional development can address community-wide issues or opportunities.
- 3. What is the source of the indicator?** Attendance reports.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Attendance is taken at each professional development event.
- 5. How is the indicator calculated?** Counting each faculty/staff's attendance at an event and dividing by the total number of faculty/staff.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** The individual assigned to take attendance at the event. Attendance reports are given to the supervisors and are combined for reports each semester.
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.

Indicator: Percentage of faculty and staff participating in off-campus professional development opportunities

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** A professional faculty or staff member should remain active in his/her area of expertise, finding ways both to deepen his/her knowledge and to broaden with new understandings, such as the use of technology. These opportunities are not always community-wide, but require specialized experiences, such as conferences or peer-group training.
- 3. What is the source of the indicator?** Reports by the individual faculty or staff member to his/her supervisor.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Following participating in off-campus professional development opportunities, the individual reports to his/her supervisor.
- 5. How is the indicator calculated?** Counting each faculty/staff's attendance at an event and dividing by the total number of faculty/staff.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** The individual who participates in the off-campus professional development opportunity reports to his/her supervisor. If state funds or vehicles were used, prior approval provides the supervisor with an additional document.
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMISA Living/Learning Community

Objective: LLC Objective I.2: LSMISA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.

Indicator: Annual attrition of faculty and staff

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** A qualified faculty and staff require appropriate support and environment, and opportunities for professional growth.
- 3. What is the source of the indicator?** Reports from the Coordinator of Human Resources.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** April/May, when faculty and staff are issued, and return Letters of Intent indicating renewal of employment.
- 5. How is the indicator calculated?**
(number of faculty/staff who chose not to return)/(total number of faculty/staff) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Coordinator of Human Resources
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.
Indicator: Percentage of average LSMSA faculty salary compared to average national sister school salary

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** In order to attract and retain a highly qualified faculty, the school must be competitive with peer institutions recruiting from the same applicant pool.
- 3. What is the source of the indicator?** Salary information about sister schools will be collected on an annual basis via survey data.
How reliable is the source? The data from sister schools will be self reported. The data from LSMSA is publicly available.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each year at the start of the FY.
- 5. How is the indicator calculated?**
(average LSMSA faculty salary)/(average sister school faculty salary) * 100%
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?**
Sister Schools: Alabama School of Math and Science (ASMS), Arkansas School for Math, Science, and the Arts (ASMSA), Illinois Mathematics and Science Academy (IMSA), Indiana Academy for Science, Mathematics, and Humanities (IASMH), Maine School of Science and Mathematics (MSSM), Mississippi School for Math and Science (MSMS), North Carolina School of Science and Mathematics (NCSSM), Oklahoma School of Science and Mathematics (OSSM), South Carolina Governor's School for Science and Math (SCGSSM),
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** The only limitation is getting full cooperation from sister schools to report the data. There is no inherent bias or agenda.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.
Indicator: Percentage of average LSMSA staff salary compared to average national sister school salary

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** In order to attract and retain a highly qualified staff, the school must be competitive with peer institutions recruiting from the same applicant pool.
- 3. What is the source of the indicator?** Salary information about sister schools will be collected on an annual basis via survey data.
How reliable is the source? The data from sister schools will be self reported. The data from LSMSA is publicly available.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each year at the start of the FY.
- 5. How is the indicator calculated?**
(average LSMSA staff salary)/(average sister school staff salary) * 100%
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?**
Sister Schools: Alabama School of Math and Science (ASMS), Arkansas School for Math, Science, and the Arts (ASMSA), Illinois Mathematics and Science Academy (IMSA), Indiana Academy for Science, Mathematics, and Humanities (IASMH), Maine School of Science and Mathematics (MSSM), Mississippi School for Math and Science (MSMS), North Carolina School of Science and Mathematics (NCSSM), Oklahoma School of Science and Mathematics (OSSM), South Carolina Governor's School for Science and Math (SCGSSM),
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** The only limitation is getting full cooperation from sister schools to report the data. There is no inherent bias or agenda.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.

Indicator: Average number of days taken to resolve reported facility concerns

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The school must resolve facility issues as quickly as possible, whether true physical issues, networking issues, or other concerns, in order to promote and maintain a high level of enthusiasm. Also, it is critical that facilities not distract from the ongoing activities of the students, faculty and staff.
- 3. What is the source of the indicator?** An internal data base which tracks the time to resolution of a concern from the time it was reported.
How reliable is the source? Completely, as long as the software is functioning and people report their concerns appropriately.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
- 5. How is the indicator calculated?**
(Time (days or hours) concern logged as resolved – time (days or hours) concern entered into reporting system)/(total entries into system), being consistent in time measurement
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** The only limitation is getting full cooperation from institutional stakeholders to use the reporting system and in getting the responsible parties to log completion times.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective 1.2: LSMSA will attract and retain a highly qualified faculty and staff committed to providing the services necessary to achieve the school's mission with an annual attrition less than 5%, exclusive of terminations, retirements, or mandatory reductions in force.

Indicator: Percentage of faculty and staff rating support from the administration Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** A professional faculty and staff must have the support of administration in order to effectively accomplish their work. The opportunity to rate the administration provides one means of measuring.
- 3. What is the source of the indicator?** An annual evaluation survey of members of the administration.
How reliable is the source? Very
- 4. What is the frequency and timing of collection or reporting?** The survey is conducted each spring.
- 5. How is the indicator calculated?** A weighted scale is used to measure aspects of administrators' job performance.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** The Executive Director delivers, collects, and analyses evaluations of the other administrators. The chair of the governing Board of Directors, and a committee of the Board, deliver, collect, and analyze evaluations of the Executive Director.
- 9. Does the indicator have limitations or weaknesses?** While every effort is made to have 100% participation in the evaluation process, it is not mandatory. All evaluations are anonymous.
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective 1.3: To ensure 100% student participation in optional, enrichment opportunities that advance student learning and growth.

Indicator: Number of enrichment opportunities offered

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Historical data demonstrates that students who are engaged with faculty, staff, and school programs are more likely to persist. In order to involve students in such activities, the school must ensure that a sufficient number of opportunities are being offered.
- 3. What is the source of the indicator?** A database of optional, enrichment opportunities will be created. Opportunities will be added to the database when activities are submitted for addition to the school calendar.
How reliable is the source? Because faculty and staff will need to add their events to the calendar in order to attract student participants, the data should be very reliable.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year.
- 5. How is the indicator calculated?** Total number of activities submitted
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?**
“optional, enrichment activities” are any educational or social programs that are offered, but are not a graduation requirement or a requirement for any class.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** The only limitation is the ability to include programs or activities that occur spontaneously, without having been added to the school calendar.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.3: To ensure 100% student participation in optional, enrichment opportunities that advance student learning and growth.

Indicator: Percentage of students taught by adjunct instructor

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** LSMSA contracts with adjunct instructors to provide additional, specialized courses that wouldn't otherwise be available to students through the traditional curriculum.
- 3. What is the source of the indicator?** Student enrollment data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported each semester.
- 5. How is the indicator calculated?**
(number of students enrolled in a course taught by an adjunct instructor)/(total number of students enrolled) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.3: To ensure 100% student participation in optional, enrichment opportunities that advance student learning and growth.

Indicator: Percentage of students participating in growth opportunities over baseline or prior year data

1. **What is the type of the indicator?** Outcome
2. **What is the rationale for the indicator?** Historical data demonstrates that students who are engaged with faculty, staff, and school programs are more likely to persist.
3. **What is the source of the indicator?** Students will respond to annual survey.
How reliable is the source? It is survey data, but it is being received from the direct client group.
4. **What is the frequency and timing of collection or reporting?** The data will be collected each quarter.
5. **How is the indicator calculated?**
Percent of respondents answering "How many optional, enrichment opportunities did you participate in this quarter?" Initially the indicator will be measured over a baseline response, to be collected in October, 2010. Thereafter, it will be reported as a percentage increase over prior year data of the same time period.
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
9. **Does the indicator have limitations or weaknesses?** The only limitation is obtaining a 100% response rate. The PI is a proxy for whether or not students participated.
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective 1.3: To ensure 100% student participation in optional, enrichment opportunities that advance student learning and growth.

Indicator: Percentage of students involved in summer internship, research, or leadership opportunities

1. **What is the type of the indicator?** Outcome
2. **What is the rationale for the indicator?** Students who are selected for such positions will continue their intellectual and personal development over the summer. Selection to such programs is often due to a student demonstrating initiative and leadership through extra-curricular and co-curricular opportunities.
3. **What is the source of the indicator?** Students will respond to annual survey.
How reliable is the source? It is survey data, but it is being received from the direct client group.
4. **What is the frequency and timing of collection or reporting?** The data will be collected at the end of the academic year.
5. **How is the indicator calculated?**
Percent of respondents listing applicable programs in response to the prompt, "Please list any summer internships, research opportunities, or leadership programs to which you have been selected."
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
9. **Does the indicator have limitations or weaknesses?** Possible limitations include: 1. obtaining a 100% response rate and 2. some students may be selected for such programs during the summer, after the data has been collected.
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community
Activity: LSMSA Living/Learning Community
Objective: LLC Objective 1.3: To ensure 100% student participation in optional, enrichment opportunities that advance student learning and growth.
Indicator: Annual savings in operating costs due to work service program

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** This indicator demonstrates, in terms of actual dollars, the savings realized from work performed by students.
- 3. What is the source of the indicator?** Community Service work records are maintained by the Coordinator of Student Development
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
- 5. How is the indicator calculated?**
The number of students enrolled is multiplied by three to determine the number of work hours per week. That total is multiplied times minimum wage, and retirement and FICA-Med benefits are calculated and added to the total. That total is then multiplied times 36 weeks--the rough equivalent of the school year.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** Very few employees of the school receive minimum wage, so this calculation is below the actual cost of such labor and as such the savings are understated.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective 1.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.

Indicator: Number of colleges visiting LSMSA

1. **What is the type of the indicator?** Output
2. **What is the rationale for the indicator?** The quality of the students and the academic program at LSMSA attracts recruiters from colleges and universities throughout the nation. This indicator demonstrates how the academic program at the school is regarded.
3. **What is the source of the indicator?** This data is maintained by the Counseling Office and is updated when colleges and universities visit the school to recruit students.
How reliable is the source? Completely
4. **What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
5. **How is the indicator calculated?**
The indicator is calculated by a simple count of the number of distinct visits by colleges to LSMSA during each academic year.
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Counseling Coordinator
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community
Activity: LSMSA Living/Learning Community
Objective: LLC Objective 1.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.
Indicator: College matriculation in-state

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** LSMSA graduates should be highly sought after by Louisiana colleges and universities.
- 3. What is the source of the indicator?** Louisiana Department of Education “First Time Freshman Report”
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** First Time Freshman Report is released in July
- 5. How is the indicator calculated?** Data gathered by Louisiana DOE.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** NA
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Louisiana DOE
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.
Indicator: College matriculation out-of-state

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** LSMSA graduates should be highly sought after by national colleges and universities.
- 3. What is the source of the indicator?** Louisiana Department of Education “First Time Freshman Report” will provide number of in-state matriculations.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** First Time Freshman Report is released in July
- 5. How is the indicator calculated?** Data gathered by Louisiana DOE. The number of in-state matriculations will be subtracted from the total number of seniors to achieve out-of-state matriculation numbers.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Louisiana DOE
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.

Indicator: Number of states in which LSMSA graduates are offered college admission

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Measures the preparation of LSMSA graduates for highly selective colleges and universities nationwide
- 3. What is the source of the indicator?** List of LSMSA matriculations
How reliable is the source? Reliable
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?** Compiled list of matriculations.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Counseling Coordinator
- 9. Does the indicator have limitations or weaknesses?** The indicator compares the college preparation of LSMSA seniors intending to matriculate to LSU to other high school college prep programs.
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the strength of its course offerings and the value of its education to its students.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Living/Learning Community

Objective: LLC Objective I.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.

Indicator: Number of colleges offering scholarships

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** This indicator demonstrates how many different colleges and universities value LSMSA graduates enough to offer grants and scholarships.
- 3. What is the source of the indicator?** Internal data base kept by the Counseling Office.
How reliable is the source? Partially relies on students self-reporting.
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?** Simple count of colleges offering scholarships.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Counseling Coordinator
- 9. Does the indicator have limitations or weaknesses?** It does require self-reporting by seniors.
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the strength of its course offerings and the value of its education to its students.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program
Activity: LSMSA Living/Learning Community
Objective: LLC Objective I.4: Each LSMSA graduate will identify colleges that meet his/her academic, personal, and financial needs.
Indicator: Percentage of graduates accepted to colleges

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** This indicator demonstrates the value of LSMSA in creating continuing opportunities for student growth.
- 3. What is the source of the indicator?** Internal data base kept by the Counseling Office.
How reliable is the source? Partially relies on students self-reporting.
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?**
(number of seniors accepted to college)/(total number of seniors) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Counseling Coordinator
- 9. Does the indicator have limitations or weaknesses?** It does require self-reporting by seniors.
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the strength of its course offerings and the value of its education to its students.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Average number of students visiting nurse weekly

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** To properly program the nurse's time and service, some record of what she does must be maintained. This indicator will demonstrate how much the nurse is used on a weekly basis.
- 3. What is the source of the indicator?** This data is maintained by the nurse and made available to the Director of Student Affairs upon request. The data is updated daily.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
- 5. How is the indicator calculated?**
(number of students visiting nurse each week)/(total number of weeks)
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Nurse
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Number of wellness events each semester

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Wellness events are designed to increase student knowledge of healthy behaviors and to help promote healthy choices, increasing overall student wellness.
- 3. What is the source of the indicator?** A database of wellness events offered will be created. Wellness events will be added to the database when proposals are submitted for addition to the school calendar.
How reliable is the source? Because faculty and staff will need to add their events to the calendar in order to attract student participants and to obtain funding, the data should be very reliable.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year.
- 5. How is the indicator calculated?** Total number of wellness events submitted
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** “wellness events” are programs designed to help our students raise awareness of healthy living and positive decision making. They include informational displays, demonstrations, and activities.
- 7. Is the indicator an aggregate or disaggregate figure?** Disaggregate, since wellness events are only a part of the overall support system.
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** The only limitation is the ability to include events that occur spontaneously, without having been added to the school calendar.
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Attrition by academic year

1. **What is the type of the indicator?** Outcome
2. **What is the rationale for the indicator?** Participating in an expanded orientation program should provide incoming students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce student attrition.
3. **What is the source of the indicator?** Enrollment data
How reliable is the source? Completely
4. **What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
5. **How is the indicator calculated?**
(number of students withdrawing during the academic year)/(total initial number of enrolled students) * 100
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Registrar
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Attrition by graduating class

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Participating in an expanded orientation program should provide incoming students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce student attrition.
- 3. What is the source of the indicator?** Enrollment data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
- 5. How is the indicator calculated?**
(number of students withdrawing before graduation)/(total possible number of students in a graduating class) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Attrition of two-year students

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Participating in an expanded orientation program should provide incoming students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce student attrition.
- 3. What is the source of the indicator?** Enrollment data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
- 5. How is the indicator calculated?**
(number of two-year students withdrawing before graduating)/(total possible number of two-year students) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** Students traditionally enter LSMSA as either sophomores or juniors. Two-year students enter LSMSA as juniors.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Attrition of three-year students

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Participating in an expanded orientation program should provide incoming students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce student attrition.
- 3. What is the source of the indicator?** Enrollment data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
- 5. How is the indicator calculated?**
(number of three-year students withdrawing before graduating)/(total possible number of three-year students) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** Students traditionally enter LSMSA as either sophomores or juniors. Three-year students enter LSMSA as sophomores.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Average weekly referrals to other health professionals

1. **What is the type of the indicator?** Output
2. **What is the rationale for the indicator?** The school recognizes the limitations of a nurse versus a physician, as does the nurse herself. When possible, the nurse treats the student, but when the malady is beyond the scope of the nurse, she refers the student to a physician or other health professional, usually scheduling the appointment herself.
3. **What is the source of the indicator?** This data is maintained by the nurse and made available to the Director of Student Affairs upon request. The data is updated daily.
How reliable is the source? Completely
4. **What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
5. **How is the indicator calculated?**
(number of students referred to other professionals)/(total number of weeks)
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Nurse
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Average monthly referrals to counselors for wellness concerns

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** The counseling staff is trained to assist students with adjustment to LSMSA and with a variety of personal concerns. It is important for the safety and satisfaction of the students that those students demonstrating the need for counseling services are referred to counselors by faculty and staff members.
- 3. What is the source of the indicator?** Data will be collected from meeting notes which document referrals to counselors.
How reliable is the source? Because detailed student-specific notes are taken at weekly meetings, the source will be very reliable.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year.
- 5. How is the indicator calculated?**
(Total number of students referred each month)/(10 months)
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** “wellness concerns” are any personal, emotional, or physical concerns for which a counselor would meet with a student, as opposed to for academic concerns or college counseling.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs and Counseling Coordinator
- 9. Does the indicator have limitations or weaknesses?** No
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Activity cost per student

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The school and state needs information on per client expenditures in order to assess value and appropriately fund state-wide programs.
- 3. What is the source of the indicator?** Budget documents
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year and reported quarterly
- 5. How is the indicator calculated?**
(Total funding for the LLC activity)/(total number of students enrolled)
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Activity percent of program total

- 11. What is the type of the indicator?** Efficiency
- 12. What is the rationale for the indicator?** The school and state needs information on per client expenditures in order to assess value and appropriately fund state-wide programs.
- 13. What is the source of the indicator?** Budget documents
How reliable is the source? Completely
- 14. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year and reported quarterly
- 15. How is the indicator calculated?**
(funding for the LLC activity)/(total funding for the Living and Learning Community Program) * 100
Is this a standard calculation? Yes
- 16. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 17. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 18. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 19. Does the indicator have limitations or weaknesses?** None
- 20. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Percentage of students treated by nurse without referral

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The purpose of the nurse is to address as many health concerns among students as possible in-house, thus saving time for students and money for their parents and the state. This indicator demonstrates the efficiency of the nurse in handling such concerns.
- 3. What is the source of the indicator?** This data is maintained by the nurse and made available to the Director of Student Affairs upon request. The data is updated daily.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
- 5. How is the indicator calculated?**
 $100 - (\text{average weekly referrals to other health professionals}) / (\text{average number of students visiting nurse weekly}) * 100$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Nurse
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Average number of days taken to resolve reported facility concerns

1. **What is the type of the indicator?** Efficiency
2. **What is the rationale for the indicator?** The school must resolve facility issues as quickly as possible, whether true physical issues, networking issues, or other concerns, in order to promote and maintain a high level of enthusiasm. Also, it is critical that facilities not distract from the ongoing activities of the students, faculty and staff.
3. **What is the source of the indicator?** An internal data base which tracks the time to resolution of a concern from the time it was reported.
How reliable is the source? Completely, as long as the software is functioning and people report their concerns appropriately.
4. **What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
5. **How is the indicator calculated?**
(Time (days or hours) concern logged as resolved – time (days or hours) concern entered into reporting system)/(total entries into system), being consistent in time measurement
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
9. **Does the indicator have limitations or weaknesses?** The only limitation is getting full cooperation from institutional stakeholders to use the reporting system and in getting the responsible parties to log completion times.
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Average number of students per student life advisor

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** Student Life Advisors (SLAs) must interact directly with students on a regular basis to form the kind of relationships that lead to problem solving. If the number of students per staff member is very high, and the staff member must perform other duties, then this interaction and those relationships are threatened
- 3. What is the source of the indicator?** Count of SLA staff and students enrolled.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected on an ongoing basis and will be reported quarterly.
- 5. How is the indicator calculated?**
(number of enrolled students)/(number of SLAs)
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Percentage of students rating the LSMSA experience Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** In order to design and deliver effective support systems, students must have the opportunity to evaluate the quality of their overall LSMSA experience, as well as particular aspects of that experience.
- 3. What is the source of the indicator?** Student surveys.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** An annual survey is conducted early in the second semester.
- 5. How is the indicator calculated?**
(number of students responding Good or Excellent)/(total number of students answering question) * 100. A weighted scale is used to measure the students' satisfaction.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** The survey is developed and sponsored jointly between the Executive Director and the Student Government Association. Results of the survey are discussed in a student forum with the school's administrators.
- 9. Does the indicator have limitations or weaknesses?** While every effort is made to have 100% participation in the survey process, it is not mandatory. All survey responses are anonymous.
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living/Learning Community

Activity: LSMSA Living/Learning Community

Objective: LLC Objective i.1: LSMSA will provide students with a comprehensive and well-developed student support system that will improve student satisfaction over FY11 baseline data and decrease attrition by 33% by FY16.

Indicator: Percentage of students rating the food service program Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** In order to design and deliver high-quality food service offerings, students must have the opportunity to evaluate the quality of the food service program, as well as particular aspects of that experience.
- 3. What is the source of the indicator?** Student surveys.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** A semester survey will be conducted and responses will be reported semi-annually.
- 5. How is the indicator calculated?**
(number of students responding Good or Excellent)/(total number of students answering question) * 100. A weighted scale is used to measure the students' satisfaction.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** The survey is developed and sponsored jointly between the Director of Fiscal Affairs and the LSMSA Tasters. Results of the survey are discussed in a with the contracted food service provider.
- 9. Does the indicator have limitations or weaknesses?** While every effort is made to have 100% participation in the survey process, it is not mandatory. All survey responses are anonymous.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective I.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Number of courses offered

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Summer School is critical for student advancement and remediation. The number of courses offered provides support for the need for Summer School.
- 3. What is the source of the indicator?** Registration data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Summer School is offered once per year and the data will be reported annually.
- 5. How is the indicator calculated?** Simple count of courses
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective I.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Number of students enrolled

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Summer School is critical for student advancement and remediation. The number of students enrolled provides support for the need for Summer School.
- 3. What is the source of the indicator?** Registration data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Summer School is offered once per year and the data will be reported annually.
- 5. How is the indicator calculated?** Simple count of students enrolled in for-credit courses
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective 1.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Percentage of students enrolled earning credit from summer courses

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** To determine whether students enrolled in summer school are earning course credit.
- 3. What is the source of the indicator?** Summer school enrollment data and summer school grade data.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the summer school term.
- 5. How is the indicator calculated?**
 $(\text{number of students earning course credit}) / (\text{total number of students enrolled}) * 100$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective 1.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Percentage of students enrolled in Core 4 qualifying courses

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** To determine whether students enrolled in summer school are earning credits that will allow them to accelerate through the curriculum.
- 3. What is the source of the indicator?** Summer school course enrollment data.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the summer school term.
- 5. How is the indicator calculated?**
$$\frac{\text{(number of students enrolled in Core 4 qualifying courses)}}{\text{(total number of students enrolled)}} * 100$$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
Core 4 qualifying course refers to courses that meet the requirements for graduation under the Louisiana Core 4 Curriculum.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective 1.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Activity cost per student

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The school and state needs information on per client expenditures in order to assess value and appropriately fund state-wide programs.
- 3. What is the source of the indicator?** Budget documents
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year and reported quarterly
- 5. How is the indicator calculated?**
(Total funding for the Summer Programs activity)/(total number of students enrolled)
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective 1.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Activity percent of program total

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** The school and state needs information on per client expenditures in order to assess value and appropriately fund state-wide programs.
- 3. What is the source of the indicator?** Budget documents
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected throughout the academic year and reported quarterly
- 5. How is the indicator calculated?**
(funding for the Summer Programs activity)/(total funding for the Living and Learning Community Program) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective 1.1: Each summer, LSMSA will offer a credit-bearing academic curriculum with remedial and accelerated course work available to all returning and incoming students. (Summer School)

Indicator: Percentage of students rating the instructor and content of the course Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** To ensure that LSMSA courses and instructors offer students the opportunity to maximize their intellectual growth.
- 3. What is the source of the indicator?** Students will respond to a teacher evaluation survey each academic term.
How reliable is the source? It is survey data, but it is being received from the direct client group.
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the summer school term.
- 5. How is the indicator calculated?**
Percent of students answering "Overall, how would you rate this instructor and the course content?" Good or Excellent.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** No
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** The only limitation is obtaining a 100% response rate.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.1: Acclimate incoming students to the LSMSA Living/Learning Community through participation in a comprehensive and well-developed new student orientation program.

Indicator: Number of social and recreational programs

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Social and recreational opportunities offered at the new student orientation program give students an opportunity to make connections with their peers and the LSMSA faculty and staff and increase the likelihood of matriculation.
- 3. What is the source of the indicator?** Data will be collected from the new student orientation weekend schedule, which includes a listing of all social and recreational opportunities.
How reliable is the source? Because all activities are listed in the schedule, the source should be very reliable.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected at the end of May, following the new student orientation weekend.
- 5. How is the indicator calculated?** Total number of activities offered
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** “Social and recreational activities” are events that are planned for the sole purpose of helping students to get to know their peers and the LSMSA faculty and staff and to have an enjoyable experience.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.1: Acclimate incoming students to the LSMSA Living/Learning Community through participation in a comprehensive and well-developed new student orientation program.

Indicator: Number of workshops offered

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Educational workshops offered at the new student orientation program expose students to the breadth of academic and educational enrichment opportunities available at LSMSA. This exposure increases student excitement and increases the likelihood of matriculation
- 3. What is the source of the indicator?** Data will be collected from the new student orientation weekend schedule, which includes a listing of all workshops offered.
How reliable is the source? Because all workshops are listed in the schedule, the source should be very reliable.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected at the end of May, following the new student orientation weekend.
- 5. How is the indicator calculated?** Total number of workshops offered
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.** "Workshops" are educational sessions designed to expose students to the breadth of academic and educational enrichment offerings at LSMSA.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** No
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.1: Acclimate incoming students to the LSMSA Living/Learning Community through participation in a comprehensive and well-developed new student orientation program.

Indicator: Percentage of students matriculating that attended NSO

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Historical data suggests that students who make connections with faculty, staff, and other students at NSO are more likely to matriculate to LSMSA.
- 3. What is the source of the indicator?** Attendance data from NSO and start-of-year enrollment data.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the start of the academic year.
- 5. How is the indicator calculated?**
$$\frac{\text{(number of NSO participants that matriculate in the fall)}}{\text{(total number of NSO participants)}} * 100$$
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** No
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.1: Acclimate incoming students to the LSMSA Living/Learning Community through participation in a comprehensive and well-developed new student orientation program.

Indicator: Percentage of students rating NSO as Awesome or Super Duper!

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** Students who are satisfied with their experience at NSO are more likely to matriculate.
- 3. What is the source of the indicator?** Students will complete an evaluation of the new student orientation program at the end of the weekend.
How reliable is the source? The data will be self-report survey data, but will be reported anonymously.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected at the end of May, at the conclusion of the new student orientation weekend.
- 5. How is the indicator calculated?** Percent of respondents answering “Awesome” or “Super Duper!” in response to the question, “How would you rate the overall new student orientation program?”
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** No
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** The only limitation is obtaining a 100% response rate.
- 10. How will the indicator be used in management decision making and other agency processes?** The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.2: LSMSA will provide students with a comprehensive and well-developed expanded orientation program that will decrease the percentage of incoming students on academic probation at the end of the first grading period by 10% each year and decrease attrition of incoming students 25% by FY16.

Indicator: Average number of contact hours between students and faculty and staff

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Students need to build strong relationship as quickly as possible in order to increase their chances of success and interest in LSMSA. The more exposure they have to the faculty and staff and the more opportunities to interact, the better.
- 3. What is the source of the indicator?** Enrollment and registration data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the first grading period.
- 5. How is the indicator calculated?**
(sum of the number of events with faculty/staff and students)/(total number of events) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** No
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Student Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.2: LSMSA will provide students with a comprehensive and well-developed expanded orientation program that will decrease the percentage of incoming students on academic probation at the end of the first grading period by 10% each year and decrease attrition of incoming students 25% by FY16.

Indicator: Percentage of incoming students on academic probation at the end of the first grading period

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Participating in an expanded orientation program should provide incoming students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce the percent of incoming students on academic probation (AP) at the end of the first grading period.
- 3. What is the source of the indicator?** Grade information as recorded in the student information system.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the first grading period.
- 5. How is the indicator calculated?**
(number of incoming students on AP)/(total number of incoming students) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
Any student who receives a D in any course at the end of any 9-week grading period shall automatically be placed on Academic Probation for the following grading period. Students on academic probation are required to participate in additional study and may be restricted from participating in interscholastic athletics and extracurricular or other activities.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective III.2: LSMSA will provide students with a comprehensive and well-developed expanded orientation program that will decrease the percentage of incoming students on academic probation at the end of the first grading period by 10% each year and decrease attrition of incoming students 25% by FY16.

Indicator: Academic year attrition of incoming students

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Participating in an expanded orientation program should provide incoming students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce the attrition of incoming students.
- 3. What is the source of the indicator?** Enrollment data
How reliable is the source? Very
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
- 5. How is the indicator calculated?**
(number of incoming students withdrawing during the academic year)/(total number of incoming students) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** No
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Indicator: Number of school communities in Academic Assistance or Academically Unacceptable statuses visited

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The Office of Outreach and Admissions must continue to attract high-achieving, highly-motivated students from the state's parishes in order to maintain a student body representative of the state's overall population.
- 3. What is the source of the indicator?** LDOE Data
How reliable is the source? The data will be received from the travels of the Outreach and Admissions staff.
- 4. What is the frequency and timing of collection or reporting?** Collection of data will be made monthly and reported quarterly.
- 5. How is the indicator calculated?**
(number of school communities in Academic Assistance and Academically Unacceptable statuses visited) / (total number of school communities in Academic Assistance and Academically Unacceptable statuses) *100
Is this a standard calculation? Yes.
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Outreach and Admissions
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Indicator: Number of students enrolled in EXCEL

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** Measures the success of the EXCEL program in attracting students from underperforming schools or districts.
- 3. What is the source of the indicator?** List of EXCEL students and their home parishes
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated?** Compiled list of EXCEL participants.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the recruiting efforts among populations underserved or with significant numbers of families that meet federal poverty guidelines.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Indicator: Percentage of students completing EXCEL

1. **What is the type of the indicator?** Outcome
2. **What is the rationale for the indicator?** Measures the success of the EXCEL program in preparing students from underperforming schools or districts for the LSMSA curriculum.
3. **What is the source of the indicator?** List of EXCEL students successfully completing the program
How reliable is the source? Reliable
4. **What is the frequency and timing of collection or reporting?** Annually
5. **How is the indicator calculated? Is this a standard calculation?** Ratio of successful EXCEL students invited to attend LSMSA in August to the total number of EXCEL students attending summer programs.
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the success of the EXCEL program



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Indicator: Percentage of EXCEL students from Academic Assistance or Academically Unacceptable status school students

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Measures the impact of the EXCEL program on students traditionally not served by LSMSA>
- 3. What is the source of the indicator?** LDOE Data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The data will be collected during the EXCEL program and reported annually.
- 5. How is the indicator calculated?**
(number of EXCEL students from school communities in Academic Assistance and Academically Unacceptable statuses) / (total number of EXCEL students) *100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the success of the program in preparing EXCEL students for the LSMSA curriculum.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community Program

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Indicator: Percentage of EXCEL students who complete the program successfully and matriculate

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Measures the success of the EXCEL program preparing students for the LSMSA curriculum.
- 3. What is the source of the indicator?** List of EXCEL students who complete the summer program and enroll in LSMSA in August.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Annually
- 5. How is the indicator calculated? Is this a standard calculation?** Ratio of EXCEL students who matriculate to the LSMSA program in August to the total number of students who enroll in EXCEL
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Academic Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The data will allow LSMSA to evaluate the success of the program in preparing EXCEL students for the LSMSA curriculum.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Living and Learning Community

Activity: LSMSA Summer Programs

Objective: Summer Programs Objective i.1: Ensure at least 50% of the EXCEL student body is from Academic Assistance or Academically Unacceptable schools or districts that meet federal poverty guidelines and prepare those students for success at LSMSA.

Indicator: EXCEL class attrition

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Participation in the EXCEL program should provide EXCEL students with the knowledge, skills, and abilities to be academically successful at LSMSA and should reduce student attrition.
- 3. What is the source of the indicator?** Enrollment data
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually at the end of the academic year.
- 5. How is the indicator calculated?**
(number of EXCEL students withdrawing before graduating)/(total initial number of EXCEL students enrolled in the EXCEL class) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
The EXCEL program identifies potential students who might otherwise fall below the line in the LSMSA admissions process. These students are invited them participate in an intensive four-week summer program designed to provide a solid foundation for academic success at LSMSA.
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Registrar
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program
Activity: LSMISA Louisiana Virtual School
Objective: LVS Objective I.1: LSMISA will have no audit findings as a result of its work with the LVS.
Indicator: Number of audit findings as a result of work with the LVS

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** Like any state agency, it is crucial for LSMISA to comply with all operating guidelines set forth by OSUP and OSRAP.
- 3. What is the source of the indicator?** Legislative Audit reports
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually.
- 5. How is the indicator calculated?** Simple count of audit findings each year.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective II.1: Each year LSMSA will develop and offer at least one course that provides acceleration and/or enrichment opportunities for high-achieving, highly-motivated middle school students.

Indicator: Number of requests for course development

- 1. What is the type of the indicator?** Input
- 2. What is the rationale for the indicator?** LSMSA has the potential and capacity to serve high-achieving, highly-motivated middle school students. This indicator will reveal the level of demand for such service.
- 3. What is the source of the indicator?** Internal database
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually.
- 5. How is the indicator calculated?** Simple count of requests each year
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Executive Director
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective II.1: Each year LSMSA will develop and offer at least one course that provides acceleration and/or enrichment opportunities for high-achieving, highly-motivated middle school students.

Indicator: Number of courses developed each year

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** LSMSA must meet the demand from high-achieving, highly-motivated middle school students for enhancement opportunities.
- 3. What is the source of the indicator?** Internal database
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually.
- 5. How is the indicator calculated?**
Simple count of courses developed each year
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Executive Director
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective II.1: Each year LSMSA will develop and offer at least one course that provides acceleration and/or enrichment opportunities for high-achieving, highly-motivated middle school students.

Indicator: Number of students served

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** LSMSA must meet the demand from high-achieving, highly-motivated middle school students for enhancement opportunities.
- 3. What is the source of the indicator?** Internal database
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** Data will be collected and reported annually.
- 5. How is the indicator calculated?** Simple count of students served each year
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Executive Director
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective II.1: Each year LSMSA will develop and offer at least one course that provides acceleration and/or enrichment opportunities for high-achieving, highly-motivated middle school students.

Indicator: Percentage of students enrolled in courses rating the course(s) Good or Excellent

- 1. What is the type of the indicator?** Quality
- 2. What is the rationale for the indicator?** Students will only continue to enroll in LSMSA courses if they are satisfied with the course and instructor. LSMSA needs constant feedback on its course offerings.
- 3. What is the source of the indicator?** An annual evaluation survey of middle school students enrolled in these courses.
How reliable is the source? Completely
- 4. What is the frequency and timing of collection or reporting?** The survey is conducted each semester.
- 5. How is the indicator calculated?**
(number of respondents answering Good or Excellent) / (total number of respondents) * 100
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Executive Director
- 9. Does the indicator have limitations or weaknesses?** While every effort is made to have 100% participation in the evaluation process, it is not mandatory. All evaluations are anonymous.
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of Parishes Served

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The program's service area is statewide. Students enrolled in a public school or state approved private/parochial schools are eligible.
- 3. What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
- 5. How is the indicator calculated?** This is a count of parishes with enrolled students.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of Schools Served

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The program's service area is statewide. Students enrolled in a public school or state approved private/parochial schools are eligible.
- 3. What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
- 5. How is the indicator calculated?** This is a count of schools with enrolled students.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of Students Served

- 1. What is the type of the indicator?** Output
- 2. What is the rationale for the indicator?** The program's service area is statewide. Students enrolled in a public school or state approved private/parochial schools are eligible.
- 3. What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
- 5. How is the indicator calculated?** This is a count of enrolled students. This count is cumulative through the fall, spring, and summer semesters.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Aggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of Sections Enrolled

1. **What is the type of the indicator?** Output
2. **What is the rationale for the indicator?** The number of sections enrolled reflects the growth of the Louisiana Virtual School. In addition to reflecting the number of students, the sections numbers also reflect the goals of the program and the interest of the students.
3. **What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
4. **What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
5. **How is the indicator calculated?** This is a count of class sections with enrolled students.
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** No
7. **Is the indicator an aggregate or disaggregate figure?** Aggregate
8. **Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of students in TOPS qualifying courses

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** A mission of the program is to provide a source of courses needed for students to meet the requirement of TOPS.
- 3. What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
- 5. How is the indicator calculated?** This is a count of students enrolled in TOPS qualifying courses.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Disaggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of students in Advanced Placement courses

- 1. What is the type of the indicator?** Outcome
- 2. What is the rationale for the indicator?** A mission of the program is to provide a source of Advanced Placement courses for students regardless of their location.
- 3. What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
- 5. How is the indicator calculated?** This is a count of students enrolled in AP courses.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Disaggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Number of students in Dual Enrollment courses

1. **What is the type of the indicator?** Outcome
2. **What is the rationale for the indicator?** A mission of the program is to provide a source of Dual Enrollment courses for students regardless of their location.
3. **What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
4. **What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
5. **How is the indicator calculated?** This is a count of students enrolled in dual enrollment courses.
Is this a standard calculation? Yes
6. **Does the indicator contain jargon, acronyms, or unclear terms?** None
7. **Is the indicator an aggregate or disaggregate figure?** Disaggregate
8. **Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
9. **Does the indicator have limitations or weaknesses?** None
10. **How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.



PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Virtual School Program

Activity: LSMSA Louisiana Virtual School

Objective: LVS Objective III.1: LSMSA will provide information about LVS instructional offerings to stakeholders when requested.

Indicator: Percentage of students enrolled in TOPS qualifying courses

- 1. What is the type of the indicator?** Efficiency
- 2. What is the rationale for the indicator?** A mission of the program is to provide a source of courses needed for students to meet the requirement of TOPS.
- 3. What is the source of the indicator?** LVS data.
How reliable is the source? Enrollment information produces this data.
- 4. What is the frequency and timing of collection or reporting?** The data will be collected each quarter of the FY.
- 5. How is the indicator calculated?** This is a count of students enrolled in TOPS qualifying courses / total student count *100%.
Is this a standard calculation? Yes
- 6. Does the indicator contain jargon, acronyms, or unclear terms?** None
- 7. Is the indicator an aggregate or disaggregate figure?** Disaggregate
- 8. Who is responsible for data collection, analysis, and quality?** Director of Fiscal Affairs
- 9. Does the indicator have limitations or weaknesses?** None
- 10. How will the indicator be used in management decision making and other agency processes?**
The administrative team has developed an exhaustive set of performance indicators that will continually guide decision making and other agency processes.

