

LOUISIANA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED

STRATEGIC PLAN

FY 2014 -2015 THROUGH FY 2018 - 2019

Revised July 1, 2013

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LOUISIANA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED

The Louisiana Schools for the Deaf and Visually Impaired (LSDVI), located on 116 acres of land in Baton Rouge, provides residential and/or day elementary and secondary educational services to children ages three (3) through twenty-one (21) who are deaf/hard-of-hearing and/or visually impaired and whose sensory loss is such as to

preclude their making normal progress in the regular public school system. The schools operate under the jurisdiction of the State Board of Elementary and Secondary Education and are managed by the BSS Superintendent. There are 22 buildings providing educational facilities for an elementary school, a middle school, a high school, physical education, vocational programs, and separate dormitory buildings for elementary, middle school and high school age students, a learning resource center and various physical plant support and administrative buildings. Students ages birth through three (3) are served in the natural environment of their homes. Programmatically the schools are divided into three units: Administrative and Shared Services, School for the Deaf, and School for the Visually Impaired.

VISION, MISSION AND PHILOSOPHY

VISION

The Louisiana Schools for the Deaf and Visually Impaired will be schools that exemplify the highest standards of excellence in educating and training sensory impaired students to take their place in the work force of the state.

MISSION

The Louisiana Schools for the Deaf and Visually Impaired are mandated by the Legislature of Louisiana to provide educational services to children who are sensory impaired and reside in the State of Louisiana and whose sensory loss is such as to preclude their making normal progress in regular classrooms of the public schools.

The mission of the Louisiana Schools for the Deaf and Visually Impaired is to:

Foster a learning community that is student-oriented and dedicated to excellence, by providing child-specific instruction and residential services to the students.

PHILOSOPHY

The Louisiana Schools for the Deaf and Visually Impaired believe that sensory impaired children can do anything except hear and/or see, and with proper education and training they can become contributing, productive citizens of the state. LSDVI provides a comprehensive educational program for children who have a sensory loss that prevents full advantage of the classes attended by their hearing and/or sighted peers in parish schools. Through specialized strategies, students are trained to communicate in a variety of settings and situations to eliminate barriers caused by a sensory loss. Not only does the school provide a rich educational atmosphere, but also a variety of opportunities for social involvement through extracurricular, after-school and athletic activities.

GOAL

The Administrative and Shared Services Program will provide the direction needed to maintain all functions necessary for the efficient operations of the School, thereby supporting the Instructional/Educational Services Program as it provides the services necessary to educate children who have a sensory impairment to become self-sufficient adults in the mainstream of society at the same time that the Residential/Student Life Services Program provides training through guiding and demonstrating appropriate behaviors relative to obtaining independent living skills.

Vision 2020 Objectives 1.1, 1.2, 1.3, 1.4, 1.7, 1.9 and 1.11 are directly or indirectly related to LSDVI's program goals and objectives.

LEGAL CITATION

Individuals with Disabilities Education Act (IDEA) (R.S.17:1941 et seq.)

20 U.S.C. §1400 – §1485; 34 C.F.R. § 300.0 – § 301 and § 304

This federal law and its accompanying regulations require the provision of a free, appropriate public education in the least restrictive environment to all children with disabilities in accord with a written “individual education plan” for each student. It also provides for parent participation in this process and guarantees certain due process rights to the students and to the family of a student with a disability. All programs operate under this law.

LSDVI ADMINISTRATIVE AND SHARED SERVICES PROGRAM OBJECTIVES

Program Authorization: Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 etseq.) Subpart A - Regulations for Students with Disabilities and Subpart B - Regulations for Gifted/Talented Students

MISSION: The Mission of the Administrative and Shared Services Program is to provide support services for the Instructional and Residential Programs.

Goal - The Administrative and Shared Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operations of the Schools. (Vision 2020 1.1, 1.2, 1.3, 1.4, 1.7, and 1.11)

Objective 1 - The Administrative Services Program costs, excluding Capital Outlay Projects, as a percentage of total agency appropriation, will not exceed 30%.

Strategy 1.1 – The Business Manager will monitor annual appropriations and administrative/support services costs and make reports to the BSS Superintendent.

Strategy 1.2 – The Division Heads along with the Business Manager will analyze staffing needs and make recommendations to the BSS Superintendent for change as appropriate.

Performance Indicators:

Input: Administrative Services program expenditures.

Output: Administrative Services expenditures as a percentage of the appropriation.

Outcome: Administrative Services expenditures as a percentage of the appropriation.

Efficiency: Cost per LSDVI student (total – all programs)

Objective 2 – At least 90% of the meals offered/served by food services will meet USDA standards for the child nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) components of a reimbursable lunch or breakfast meal.

Strategy 2.1 – The Registered Dietitian/Nutrition Services Direct will closely monitor student's meals and utilize menus to meet USDA standards for the Child Nutrition Program.

Strategy 2.2 – The Registered Dietitian/Nutrition Service Director will review and report each quarter the percentage of meals meeting USDA standards for the Child Nutrition program during that quarter.

Performance Indicators:

Input: Number of meals offered/served.

Output: Number of meals meeting USDA standards for the Child Nutrition Program.

Outcome: Number of meals meeting USDA standards for the Child Nutrition Program.

Efficiency: Percentage of meals meeting USDA standards for the Child Nutrition Program.

Objective 3 - All referrals accepted for assessment from the LEA's shall be completed at a 100% compliance rate meeting the State Department of Education guidelines.

Strategy 3.1 - The Coordinator of Admissions, Appraisal and IEP Facilitator shall monitor the referrals accepted and assessments completed and report the results each quarter.

Performance Indicators:

Input: Number of referrals accepted.

Output: Number of assessments conducted and completed meeting State Department of Education guidelines.

Outcome: Number of assessments conducted and completed meeting State Department of Education guidelines.

Efficiency: The percentage of assessments conducted and completed meeting State Department of Education guidelines.

LOUISIANA SCHOOL FOR THE DEAF OBJECTIVES

Instructional/Residential/Outreach Program

Program Authorization: Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 etseq.) Subpart A - Regulations for Students with Disabilities and Subpart B - Regulations for Gifted/Talented Students

MISSION: The Instructional/Residential/Outreach Program will foster a learning community that is student-centered and dedicated to excellence, by providing child-specific instruction, residential, and outreach services to all children.

Goal - The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society. (Vision 2020 1.1, 1.2, 1.3, 1.4, 1.7 and 1.9)

Activity Description - The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard of hearing, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

Objective 1 - By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

Strategy 1.1 - Teacher will monitor student’s IEPs and target the Extended Standards of the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to accomplish their IEP objectives and progress.

Strategy 1.2 - Academic Improvement Specialist will review students’ 9 weeks progress reports in order to monitor students’ achievement of IEP objectives.

Strategy 1.3 - The IEP committee will review and utilize achievement data in determining IEP objectives appropriate to support students’ educational needs.

Performance Indicators:

Input: Number of students in grades 3-11 participating in LAA1.

Output: Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

Outcome: Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

Efficiency: Yearly measurable increase in ratio of students participating in LAA1 who scored either “Meets Standard” or “Exceeds Standards” in at least one core content area.

Objective 2 – By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

Strategy 2.1 – Teachers with the assistance and support of Academic Improvement Specialists will follow and use the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to progress in the general curriculum.

Strategy 2.2 - Offer after school tutoring and LEAP, GEE, and LAA2 test remediation for 4th, 8th, 10th, 11th, and 12th grade students from September until April.

Strategy 2.3 – Offer summer LEAP, GEE, and LAA2 test remediation prior to summer testing.

Performance Indicators:

Input: Number of students taking the LEAP, GEE, and LAA2 tests in grades 4, 8, 10, 11, and 12 annually in March (and during summer retesting if required).

Output: Number of students passing required components of LEAP, GEE, and LAA2 test annually in March (and during summer retesting if required).

Outcome: Percentage of students passing required components of LEAP, GEE, and LAA2.

Efficiency: Yearly measure increase in ratio of students tested to number of students passing LEAP, GEE, and LAA2 tests.

Objective 3 – By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

Strategy 3.1 – As per IDEA regulations, teachers (with the assistance and support of Academic Improvement Specialist) will develop and implement transition plans for students so they can work towards becoming self-determined adults in the community.

Strategy 3.2 – The Academic Improvement Specialist responsible for Transition coordination will assist students and families in accessing OCDD and LRS services in the year prior to the student's exit from high school. An annual College Day provides information from various post-secondary programs known to provide services for students who are deaf or hard-of-hearing.

Strategy 3.3 – The Academic Improvement Specialist responsible for Transition coordination will gather required transition data on students who exited the school the previous year as well as students who will exit the school in May of the school year no later than March 31st of each year.

Performance Indicators:

Input: Number of students exiting high school.

Output: Number of students who upon exit from the school entered a post-secondary/vocational program or the workforce.

Outcome: Percentage of students who upon exit from the school entered a post-secondary/vocational program or the workforce.

Efficiency: Yearly measurable increase in ratio of students who upon exit from the school entered a post-secondary/vocational program or the workforce.

Objective 4 – By 2019, provide Parent Pupil Education Program services to at least 250 students with hearing impairment and their families.

Strategy 4.1 – LSD PPEP Outreach Teachers will be the single point of entry for children newly identified with hearing loss, and maintain professional relationships with the professionals who identify and track newborn hearing screening information for children born in Louisiana.

Strategy 4.2 – LSD PPEP Outreach Teachers will provide best practice services to children who are deaf and hard of hearing ages 0-3.

Strategy 4.3 – LSD PPEP Outreach Teachers will provide information requested towards the completion of Individual Family Service Plans (IFSPs) and/or initial evaluations on those students turning age 3, so these students are able to enter an educational program that will meet their needs.

Performance Indicators:

Input: Number of referrals of children to PPEP.

Output: Number of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0–3 with hearing impairments.

Outcome: Percentage of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0–3 with hearing impairments.

Efficiency: Cost per child and PPEP percentage of Instructional Budget.

Objective 5 – By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

Strategy 5.1 – A team consisting of the Student Development Specialists, Residential Team Leaders, and Residential Advisors will identify strengths and weaknesses and establish objectives for each child for the year.

Strategy 5.2 – The Student Development Specialist and Residential Team Leader will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.

Strategy 5.3 – Achievement of student’s performance objectives will be evaluated at the end of the school term.

Performance Indicators:

Input: Number of residential students who reside in the dorm at least two 9 weeks of a school year.

Output: Number of students who showed improvement in at least two of the six life domains.

Outcome: Percentage of students who showed improvement in at least two of the six life domains.

Efficiency: Yearly measurable increase in ratio of students who exhibited improvement in at least two of the six life domains.

LOUISIANA SCHOOL FOR THE VISUALLY IMPAIRED OBJECTIVES

Instructional/Residential/Outreach Program

Program Authorization: Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 etseq.) Subpart A - Regulations for Students with Disabilities and Subpart B - Regulations for Gifted/Talented Students

MISSION: The Instructional/Residential/Outreach Program will foster a learning community that is student-centered and dedicated to excellence, by providing child-specific instruction, residential, and outreach services to all children.

Goal – The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may

possess the necessary skills to become self-sufficient adults in the mainstream of society. (Vision 2020 1.1, 1.2, 1.3, 1.4, 1.7 and 1.9)

Activity Description – The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

Objective 1 – By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

Strategy 1.1 – Teacher will monitor student’s IEPs and target the Extended Standards of the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to accomplish their IEP objectives and progress.

Strategy 1.2 – Academic Improvement Specialist will review students’ 9 weeks progress reports in order to monitor students’ achievement of IEP objectives.

Strategy 1.3 – The IEP committee will review and utilize achievement data in determining IEP objectives appropriate to support students’ educational needs.

Performance Indicators:

Input: Number of students in grades 3–11 participating in LAA1.

Output: Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

Outcome: Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

Efficiency: Yearly measurable increase in ratio of students participating in LAA1 who scored either “Meets Standard” or “Exceeds Standards” in at least one core content area.

Objective 2 – By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

Strategy 2.1 – Teachers with the assistance and support of Academic Improvement Specialists will follow and use the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to progress in the general curriculum.

Strategy 2.2 – Offer after school tutoring and LEAP, GEE, and LAA2 test remediation for 4th, 8th, 10th, 11th, and 12th grade students from September until April.

Strategy 2.3 – Offer summer LEAP, GEE, and LAA2 test remediation prior to summer testing.

Performance Indicators:

Input: Number of students taking the LEAP, GEE, and LAA2 tests in grades 4, 8, 10, 11, and 12 annually in March (and during summer retesting if required).

Output: Number of students passing required components of LEAP, GEE, and LAA2 test annually in March (and during summer retesting if required).

Outcome: Percentage of students passing required components of LEAP, GEE, and LAA2.

Efficiency: Yearly measure increase in ratio of students tested to number of students passing LEAP, GEE, and LAA2 tests.

Objective 3 – By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

Strategy 3.1 – As per IDEA regulations, teachers (with the assistance and support of Academic Improvement Specialist) will develop and implement transition plans for students so they can work towards becoming self-determined adults in the community.

Strategy 3.2 – The Administrative personnel responsible for Transition coordination will assist students and families in accessing OCDD and LRS services in the year prior to the student’s exit from high school. An annual College Day provides information from various post-secondary programs known to provide services for students who are blind or visually impaired.

Strategy 3.3 – The Administrative personnel responsible for Transition coordination will gather required transition data on students who exited the school the previous year as well as students who will exit the school in May of the school year no later than March 31st of each year.

Performance Indicators:

Input: Number of students exiting high school.

Output: Number of students who upon exit from the school entered a post-secondary/vocational program or the workforce.

Outcome: Percentage of students who upon exit from the school entered a post-secondary/vocational program or the workforce.

Efficiency: Yearly measurable increase in ratio of students who upon exit from the school entered a post-secondary/vocational program or the workforce.

Objective 4 – By 2019, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

Strategy 4.1 – LSVI PPEP Outreach Teachers will work to become the single point of entry for children newly identified with vision loss, and maintain professional relationships with the professionals who diagnose visually impaired children born in Louisiana.

Strategy 4.2 – LSVI PPEP Outreach Teachers will provide best practice services to children who are visually impaired ages 0–3.

Strategy 4.3 – LSVI PPEP Outreach Teachers will provide information requested towards the completion of Individual Family Service Plans (IFSPs) and/or initial evaluations on those students turning age 3, so these students are able to enter an educational program that will meet their needs.

Performance Indicators:

Input: Number of referrals of children to PPEP.

Output: Number of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0–3 with visual impairments.

Outcome: Percentage of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0–3 with visual impairments.

Efficiency: Cost per child and PPEP percentage of Instructional Budget.

Objective 5 – By 2019, Outreach Teachers will provide services to at least 80% of the requests from LEAs related to assistance in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for qualifying students.

Strategy 5.1 – Outreach Teachers will provide the necessary assessments needed to develop and implement the goals and objectives related to Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for LEA students assigned to their caseload.

Strategy 5.2 – Outreach Teachers will work closely with the LEAs to determine the assistance required in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for students assigned to their caseload.

Strategy 5.3 – Outreach Teachers will provide best practice services to the children assigned to their caseloads.

Performance Indicators:

Input: Number of quarterly requests received from LEAs for student services.

Output: Number of LEA students served to include: visits for O&M, Braille, Assistive Technology, and/or Low Vision Services instruction; visits for O&M, Braille, Assistive Technology, and/or Low Vision assessments; Individualized Education Program meetings, family contacts, professional contacts, workshops/trainings presented; and LEA students served through activities held on campus.

Outcome: Percentage of LEA students served to include: visits for O&M, Braille, Assistive Technology, and/or Low Vision Services instruction; visits for O&M, Braille, Assistive Technology, and/or Low Vision assessments; Individualized Education Program meetings, family contacts, professional contacts, workshops/trainings presented; and LEA students served through activities held on campus.

Efficiency: Cost per LEA student and Outreach percentage of Instructional Budget.

Objective 6 – By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

Strategy 6.1 – A team consisting of the Dorm Director, Dorm Counselors, and Residential Team Leaders, and Residential Advisors will identify strengths and weaknesses and establish objectives for each child for the year.

Strategy 6.2 – The Dorm Director, Dorm Counselors, and Residential Team Leader will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.

Strategy 6.3 – Achievement of student's performance objectives will be evaluated at the end of the school term.

Performance Indicators:

Input: Number of residential students who reside in the dorm at least two 9

weeks of a school year.

Output: Number of students who showed improvement in at least two of the six life domains.

Outcome: Percentage of students who showed improvement in at least two of the six life domains.

Efficiency: Yearly measurable increase in ratio of students who exhibited improvement in at least two of the six life domains.

Objective 7 – By 2019, fill at least 80% of the requests received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials, and educational kits supplied annually.

Strategy 7.1 – Work closely with parishes to determine as early as possible the textbook needs for the subsequent school year in order to ensure delivery of textbooks prior to the opening of the school year.

Strategy 7.2 – Develop an accountability plan to retrieve a higher percentage of returned textbooks from parishes at the end of the school year, which would allow a larger selection of books for redistribution.

Performance Indicators:

Input: Number of textbook request received for materials from LIMC annually.

Output: Number of requests that are completed annually.

Outcome: Percentage of requests that are completed annually by the LIMC.

Efficiency: Yearly measurable increase in percentage of completed request filled by the LIMC annually.

ATTACHMENTS

LSDVI PERFORMANCE INDICATOR MATRIX

Program: LSDVI Administrative and Shared Services

Date: FY 2011–2012 -FY 2015–2016

GOAL: The LSDVI Administrative and Shared Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operation of the Schools.

	INPUT	OUTPUT	OUTCOME	EFFICIENCY	QUALITY
<p>Objective 1: The Administrative Services Program costs, excluding Capital Outlay, as a percentage of total agency appropriations, will not exceed 30%.</p>	<p>Administrative Services program expenditures</p>	<p>Administrative Services expenditures as a percentage of the appropriation.</p>	<p>Administrative Services expenditures as a percentage of the appropriation.</p>	<p>Cost per LSDVI student (total – all programs)</p>	<p>Administrative Services below or at 30% of the agency’s total appropriations.</p>
<p>Objective 2: Shared Services: At least 90% of the meals offered/served by food services will meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program) which contains the 5 required components of a reimbursable lunch or breakfast meal.</p>	<p>Shared Services: Number of meals offered/served by food services</p>	<p>Shared Services: Number of meals Meeting USDA standards for the Child Nutrition Program.</p>	<p>Shared Services: Number of meals meeting USDA standards for the Child Nutrition Program.</p>	<p>Percentage of meals meeting USDA standards for the Child Nutrition Program.</p>	<p>At least 90% of the meals offered/served by food services will meet USDA standards for the Child Nutrition Program.</p>

<p>Objective 3: Shared Services: All referrals accepted for assessment from the LEA's shall be completed at 100% compliance rate meeting State Department of Education guidelines.</p>	<p>Shared Services: The number of assessments accepted.</p>	<p>Shared Services: The number of assessments conducted and completed meeting State Department of Education guidelines.</p>	<p>Shared Services: Number of assessments conducted and completed meeting State Department of Education guidelines</p>	<p>Shared Services: Percentage of assessments conducted and completed meeting State Department of Education guidelines.</p>	<p>Shared Services: All referrals accepted for assessment from the LEA's shall be completed at 100% compliance rate meeting State Department of Education guidelines.</p>
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LSD PERFORMANCE INDICATOR MATRIX

Program: LSD Instructional/Residential/Outreach

Date: FY 2014–2015 -FY 2018–2019

GOAL: The Instructional/Residential/Outreach Program will foster a learning community that is student-centered and dedicated to excellence, by providing child-specific instruction, residential, and outreach services to all children.

	INPUT	OUTPUT	OUTCOME	EFFICIENCY	QUALITY
<p>Objective 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meet Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.</p>	<p>Number of students in grades 3–11 participating in LAA1.</p>	<p>Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.</p>	<p>Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.</p>	<p>Yearly measurable increase in ratio of students participating in LAA1 who scored either “Meets Standard” or “Exceeds Standards” in at least one core content area.</p>	<p>Maintain national certification through the Conference of Educational Administrators of Schools and Programs for the Deaf</p>
<p>Objective 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability</p>	<p>Number of students taking the LEAP, GEE, and LAA2 tests in grades 4, 8, 10, 11, and 12 annually in March (and during summer retesting if required).</p>	<p>Number of students passing required components of LEAP, GEE, and LAA2 test annually in March (and during summer retesting if required).</p>	<p>Percentage of students passing required components of LEAP, GEE, and LAA2.</p>	<p>Yearly measure increase in ratio of students tested to number of students passing LEAP, GEE, and LAA2 tests.</p>	<p>20% of students in grades 4, 8, 10, 11 & 12 will meet state standards on LEAP GEE and LAA2 testing.</p>

Program.					
<p>Objective 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.</p>	<p>Number of students exiting high school.</p>	<p>Number of students who upon exit from the school entered a post-secondary/vocational program or the workforce.</p>	<p>Percentage of students who upon exit from the school entered a post-secondary/vocational program or the workforce.</p>	<p>Yearly measurable increase in ratio of students who upon exit from the school entered a post-secondary/vocational program or the workforce.</p>	<p>70% of exiting students will enter postsecondary vocational programs or the workforce.</p>

	INPUT	OUTPUT	OUTCOME	EFFICIENCY	QUALITY
<p>Objective 4: By 2019, provide Parent Pupil Education Program services to at least 250 students with hearing impairment and their families.</p>	<p>Number of referrals of children to PPEP.</p>	<p>Number of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0-3 with hearing impairments.</p>	<p>Percentage of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0-3 with hearing impairments.</p>	<p>Cost per child and PPEP percentage of Instructional Budget.</p>	<p>PPEP services to at least 250 students with hearing impairments and their families.</p>
<p>Objective 5: By 2019, 80% of residential students will show improvement in at least two of the six</p>	<p>Number of residential students who reside in the dorm at least two 9 weeks of a school year.</p>	<p>Number of students who showed improvement in at least two of the six life domains.</p>	<p>Percentage of students who showed improvement in at least two of the six life domains.</p>	<p>Yearly measurable increase in ratio of students who exhibited improvement in at least two of the six</p>	<p>80% of residential students will improve in at least 2 of 6 life domains.</p>

life domains				life domains.	
(personal hygiene,		LSVI PERFORMANCE INDICATOR MATRIX			
household management, emotional development, social skills, physical development, and intellectual development).		Program: LSVI Instructional/Residential/Outreach	Date: FY 2014-2015 -FY 2018-2019		
	GOAL: The Instructional/Residential/Outreach Program will foster a learning community that is student-centered and dedicated to excellence, by providing child-specific instruction, residential, and outreach services to all children.				
	INPUT	OUTPUT	OUTCOME	EFFICIENCY	QUALITY

<p>Objective 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meet Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.</p>	<p>Number of students in grades 3–11 participating in LAA1.</p>	<p>Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.</p>	<p>Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.</p>	<p>Yearly measurable increase in ratio of students participating in LAA1 who scored either “Meets Standard” or “Exceeds Standards” in at least one core content area.</p>	<p>65% of students will be considered proficient.</p>
<p>Objective 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.</p>	<p>Number of students taking the LEAP, GEE, and LAA2 tests in grades 4, 8, 10, 11, and 12 annually in March (and during summer retesting if required).</p>	<p>Number of students passing required components of LEAP, GEE, and LAA2 test annually in March (and during summer retesting if required).</p>	<p>Percentage of students passing required components of LEAP, GEE, and LAA2.</p>	<p>Yearly measure increase in ratio of students tested to number of students passing LEAP, GEE, and LAA2 tests.</p>	<p>20% of students in grades 4, 8, and 12 will meet testing standards.</p>

<p>Objective 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.</p>	<p>Number of students exiting high school.</p>	<p>Number of students who upon exit from the school entered a post-secondary/vocational program or the workforce.</p>	<p>Percentage of students who upon exit from the school entered a post-secondary/vocational program or the workforce.</p>	<p>Yearly measurable increase in ratio of students who upon exit from the school entered a post-secondary/vocational program or the workforce.</p>	<p>70% of students will enter post-secondary or vocational programs or workforce.</p>
<p>Objective 4: By 2019, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.</p>	<p>Number of referrals of children to PPEP.</p>	<p>Number of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0-3 with visual impairments.</p>	<p>Percentage of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0-3 with visual impairments.</p>	<p>Cost per child and PPEP percentage of Instructional Budget.</p>	<p>75% or more students are provided PPEP services.</p>
<p>Objective 5: By 2019, complete at</p>	<p>Number of quarterly requests received from</p>	<p>Number of students receiving services</p>	<p>Percentage of students that have received</p>	<p>Cost per student and Outreach percentage</p>	<p>80% or more of LEA requests are</p>

<p>least 80% of the requests from LEAs related to assistance in the areas of Orientation and Mobility, Braille, Assistive Technology and/or Low Vision services for qualifying students.</p>	<p>LEAs for student services.</p>	<p>quarterly to include visits for O&M, Braille, Assistive Technology, and/or low Vision Services Instruction and Assessments; Individualized Educational Program Meetings, family contacts, professional contacts, and workshops/trainings presented.</p>	<p>assessments, consultative and/or direct services in the areas of Orientation and Mobility, Braille, Assistive technology and/or Low Vision services for qualifying students.</p>	<p>of Instructional Budget.</p>	<p>completed.</p>
<p>Objective 6: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).</p>	<p>Number of residential students who reside in the dorm at least two 9 weeks of a school year.</p>	<p>Number of residential students who showed improvement in at least two of the six life domains.</p>	<p>Percentage of students who showed improvement in at least two of the six life domains.</p>	<p>Yearly measurable increase in ratio of students who exhibited improvement in at least two of the six life domains.</p>	<p>80% or more residential students will show improvement in 2 of 6 life skills domain.</p>
<p>Objective 7: By 2019, fill at least 80% of the requests</p>	<p>Number of textbooks received annually.</p>	<p>Percentage of textbook requests that are filled annually.</p>	<p>Percentage of textbook requests that are filled annually by the LIMC</p>	<p>Yearly measurable increase in percentage of total number of</p>	<p>80% of patron requests of LIMC are filled.</p>

received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.			and number of blind and visually impaired students statewide that received services from the LIMC.	textbook orders received that were filled by LIMC annually and yearly measurable increase in percent of textbooks returned by parishes.	
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**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 1: The Administrative Services costs, excluding Capital Outlay, as a percentage of total agency appropriation, will not exceed 30%.

INDICATOR NAME: Administrative Services Program percentage of total expenditures.

1. INDICATOR TYPE AND LEVEL:

Input: Administrative Services expenditures (key).

2. **RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency and productivity of the Administrative Services program.
3. **USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through the ISIS system and reported quarterly and annually (state fiscal year).
6. **CALCULATION METHODOLOGY:** Total Administrative Services expenditures will be divided by the school's total appropriation to determine percentage.
7. **SCOPE:** Addresses the total student population served by LSDVI.
8. **CAVEATS:** Financial measurements only.
9. **ACCURACY, MAINTENANCE, SUPPORT:** No audits. Use of ISIS system.
10. **RESPONSIBLE PERSON:** Business Manager

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 1: The Administrative Services costs, excluding Capital Outlay, as a percentage of total agency appropriation, will not exceed 30%.

INDICATOR NAME: Administrative Services Program percentage of total expenditures.

1. INDICATOR TYPE AND LEVEL:

Output: Administrative Services expenditures as a percentage of the appropriation (key).

- 2. RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency and productivity of the Administrative Services program.
- 3. USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.
- 4. CLARITY:** Yes
- 5. DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through the ISIS system and reported quarterly and annually (state fiscal year).
- 6. CALCULATION METHODOLOGY:** Total Administrative Services expenditures will be divided by the school's total appropriation to determine percentage.
- 7. SCOPE:** Addresses the total student population served by LSDVI.
- 8. CAVEATS:** Financial measurements only.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** No audits. Use of ISIS system.
- 10. RESPONSIBLE PERSON:** Business Manager

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 1: The Administrative Services costs, excluding Capital Outlay, as a percentage of total agency appropriation, will not exceed 30%.

INDICATOR NAME: Administrative Services Program percentage of total expenditures.

1. INDICATOR TYPE AND LEVEL:

Outcome: Administrative Services expenditures as a percentage of the appropriation (key).

2. RATIONALE, RELEVANCE, RELIABILITY: To assess the efficiency and productivity of the Administrative Services program.

3. USE: Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.

4. CLARITY: Yes

5. DATA SOURCE, COLLECTION REPORTING: Monthly reports generated through the ISIS system and reported quarterly and annually (state fiscal year).

6. CALCULATION METHODOLOGY: Total Administrative Services expenditures will be divided by the school's total appropriation to determine percentage.

7. SCOPE: Addresses the total student population served by LSDVI.

8. CAVEATS: Financial measurements only.

9. ACCURACY, MAINTENANCE, SUPPORT: No audits. Use of ISIS system.

10. RESPONSIBLE PERSON: Business Manager

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 1: The Administrative Services costs, excluding Capital Outlay, as a percentage of total agency appropriation, will not exceed 30%.

INDICATOR NAME: Cost per LSDVI student (total all programs)

1. INDICATOR TYPE AND LEVEL:

Efficiency: Costs per LSDVI student (total – all programs) (key)

2. **RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency and productivity of the Administrative Services program.
3. **USE:** Internal management purposes and performance-based budgeting purposes; performance as documented by this indicator will be analyzed and as appropriate, management strategies will be altered or developed to enhance performance.
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through the ISIS system; daily (on campus students) or monthly (off-campus students) update of student numbers and reported quarterly and annually (state fiscal year).
6. **CALCULATION METHODOLOGY:** Total Administrative Services expenditures will be divided by the school's schools' on-campus and off-campus student load.
7. **SCOPE:** Addresses the total student population served by LSDVI.
8. **CAVEATS:** Financial measurements and student counts only.
9. **ACCURACY, MAINTENANCE, SUPPORT:** No audits. Use of ISIS system for budget numbers; student numbers collected and reported to State Department of Education by Admissions office. Use of data collected by Parent Pupil Education System (PPEP), Outreach and the Statewide Assessment Center for the Hearing Impaired and Visually Impaired.

10. **RESPONSIBLE PERSON:** Business Manager and Coordinator of Admissions, Appraisal, and IEP Facilitator.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 2: To have at least 90% of the meals offered/served (which include breakfast, lunch and supper) by LSDVI Food Services meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch or breakfast meal.

INDICATOR NAME: Number of meals offered/served.

1. INDICATOR TYPE AND LEVEL:

Input: Number of meals offered/served (key).

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the quality of the food service program as measured on an annual basis related to meeting USDA standards for the Child Nutrition Program.
3. **USE:** This indicator measures the success of Food Services in meeting USDA standards for the Child Nutrition Program.
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** The Registered Dietitian/Nutrition Services Director will monitor each meal to ensure compliance with the Child Nutrition Program.
6. **CALCULATION METHODOLOGY:** The number of meals being offered/served.
7. **SCOPE:** Total number of meals being offered/served. .
8. **CAVEATS:** None.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Meals are monitored daily by the Registered Dietitian/Nutrition Services Director to ensure compliance with USDA requirements.
10. **RESPONSIBLE PERSON:** Registered Dietitian/Nutrition Services Director.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 2: To have at least 90% of the meals offered/served (which include breakfast, lunch and supper) by LSDVI Food Services meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch or breakfast meal.

INDICATOR NAME: Number of meals meeting USDA standards for the Child Nutrition Program.

1. INDICATOR TYPE AND LEVEL:

Output: Number of meals meeting USDA standards for the Child Nutrition Program (key).

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the quality of the food service program as measured on an annual basis related to meeting USDA standards for the Child Nutrition Program.
3. **USE:** This indicator measures the success of Food Services in meeting USDA standards for the Child Nutrition Program.
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** The Registered Dietitian/Nutrition Services Director will monitor each meal to ensure compliance with the Child Nutrition Program.
6. **CALCULATION METHODOLOGY:** From data collected daily, the number of meals being offered/served meeting USDA standards for the Child Nutrition Program.
7. **SCOPE:** Total numbers of meals being offered/served that meet USDA standards for the Child Nutrition Program.
8. **CAVEATS:** None.

9. **ACCURACY, MAINTENANCE, SUPPORT:** Meals are monitored daily by the Registered Dietitian/Nutrition Services Director to ensure compliance with USDA requirements.

10. **RESPONSIBLE PERSON:** Registered Dietitian/Nutrition Services Director.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 2: To have at least 90% of the meals offered/served (which include breakfast, lunch and supper) by LSDVI Food Services meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch or breakfast meal.

INDICATOR NAME: Number of meals meeting USDA standards for the Child Nutrition Program.

1. INDICATOR TYPE AND LEVEL:

Outcome: Number of meals meeting USDA standards for the Child Nutrition Program (key).

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the quality of the food service program as measured on an annual basis related to meeting USDA standards for the Child Nutrition Program.

3. USE: This indicator measures the success of Food Services in meeting USDA standards for the Child Nutrition Program.

4. CLARITY: Yes

5. DATA SOURCE, COLLECTION REPORTING: The Registered Dietitian/Nutrition Services Director will monitor each meal to ensure compliance with the Child Nutrition Program.

6. CALCULATION METHODOLOGY: From data collected daily, the number of meals being offered/served meeting USDA standards for the Child Nutrition Program.

7. SCOPE: Total numbers of meals being offered/served that meet USDA standards for the Child Nutrition Program.

8. CAVEATS: None.

9. **ACCURACY, MAINTENANCE, SUPPORT:** Meals are monitored daily by the Registered Dietitian/Nutrition Services Director to ensure compliance with USDA requirements.

10. **RESPONSIBLE PERSON:** Registered Dietitian/Nutrition Services Director.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 2: To have at least 90% of the meals offered/served (which include breakfast, lunch and supper) by LSDVI Food Services meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch or breakfast meal.

INDICATOR NAME: Percentage of meals meeting USDA standards for the Child Nutrition Program.

1. INDICATOR TYPE AND LEVEL:

Efficiency: Percentage of meals meeting USDA standards for the Child Nutrition Program (key).

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the quality of the food service program as measured on an annual basis related to meeting USDA standards for the Child Nutrition Program.
3. **USE:** This indicator measures the success of Food Services in meeting USDA standards for the Child Nutrition Program.
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** The Registered Dietitian/Nutrition Services Director will monitor each meal to ensure compliance with the Child Nutrition Program.
6. **CALCULATION METHODOLOGY:** From data collected daily, total number of meals being offered/served meeting USDA standards for the Child Nutrition Program divided by the total number of meals being offered/served equals the percentage of meals meeting USDA standards for the Child Nutrition Program.
7. **SCOPE:** Total numbers of meals being offered/served that meet USDA standards for the Child Nutrition Program.

8. **CAVEATS:** None.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Meals are monitored daily by the Registered Dietitian/Nutrition Services Director to ensure compliance with USDA requirements.
10. **RESPONSIBLE PERSON:** Registered Dietitian/Nutrition Services Director.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 3: All referrals accepted for assessment from the LEA's shall be completed at a 100% compliance rate meeting State Department of Education Guidelines.

INDICATOR NAME: Number of Referrals accepted.

1. INDICATOR TYPE AND LEVEL:

Efficiency: Percentage of Referrals completed.

2. **RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency of providing requested individual assessments from the LEA's on all accepted referrals, meeting State Department of Education Guidelines.
3. **USE:** Internal management purposes and performance based purposes, performance will be analyzed and as appropriate management strategies will be altered or developed to enhance performance
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through SER and reported quarterly and annually.
6. **CALCULATION METHODOLOGY:** Total number of referrals accepted.
7. **SCOPE:** Address the total number of referrals accepted for assessment.
8. **CAVEATS:** None.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Assessments referrals are monitored by the Coordinator of Admissions, Appraisal and IEP Facilitator.
10. **RESPONSIBLE PERSON:** Coordinator of Admissions, Appraisal, and IEP Facilitator.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 3: All referrals accepted for assessment from the LEA's shall be completed at a 100% compliance rate meeting State Department of Education Guidelines.

INDICATOR NAME: Number of referrals accepted.

INDICATOR LaPAS PI CODE:

1. **INDICATOR TYPE AND LEVEL:** Number of referrals accepted.
2. **RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency of providing requested individual evaluations from the LEA's on all accepted referrals, meeting State Department of Education Guidelines.
3. **USE:** Internal management purposes and performance based purposes, performance will be analyzed and as appropriate management strategies will be altered or developed to enhance performance.
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through SER and reported quarterly and annually.
6. **CALCULATION METHODOLOGY:** Total number of assessments accepted.
7. **SCOPE:** Address the total number of referrals accepted for assessment.
8. **CAVEATS:** None.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Total number of referrals requested is logged in and completion is indicated on the log as disseminated.
10. **RESPONSIBLE PERSON:** Coordinator of Admissions, Appraisal, and IEP Facilitator.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 3: All referrals accepted for assessment from the LEA's shall be completed at a 100% compliance rate meeting State Department of Education Guidelines.

INDICATOR NAME: Number of assessments conducted and completed meeting State Department of Education guidelines.

INDICATOR LaPAS PI CODE:

1. **INDICATOR TYPE AND LEVEL:** Output: Number of assessments conducted and completed meeting State Department of Education guidelines.
2. **RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency of providing requested individual assessments from the LEA's on all accepted referrals, meeting State Department of Education Guidelines.
3. **USE:** Internal management purposes and performance based purposes, performance will be analyzed and as appropriate management strategies will be altered or developed to enhance performance
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through SER and reported quarterly and annually.
6. **CALCULATION METHODOLOGY:** Total number of referrals accepted meeting guidelines.
7. **SCOPE:** Address the total number of referrals accepted for assessment.
8. **CAVEATS:** None.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Assessments referrals are monitored by the Coordinator of Admissions, Appraisal and IEP Facilitator.
10. **RESPONSIBLE PERSON:** Coordinator of Admissions, Appraisal, and IEP Facilitator.

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Administrative and Shared Services Program

Objective 3: All referrals accepted for assessment from the LEA's shall be completed at a 100% compliance rate meeting State Department of Education Guidelines.

INDICATOR NAME: Number of assessments conducted and completed meeting State Department of Education guidelines.

INDICATOR LaPAS PI CODE:

1. **INDICATOR TYPE AND LEVEL:** Output: Number of assessments conducted and completed meeting State Department of Education guidelines.
2. **RATIONALE, RELEVANCE, RELIABILITY:** To assess the efficiency of providing requested individual assessments from the LEA's on all accepted referrals, meeting State Department of Education Guidelines.
3. **USE:** Internal management purposes and performance based purposes, performance will be analyzed and as appropriate management strategies will be altered or developed to enhance performance
4. **CLARITY:** Yes
5. **DATA SOURCE, COLLECTION REPORTING:** Monthly reports generated through SER and reported quarterly and annually.
6. **CALCULATION METHODOLOGY:** Total number of referrals accepted meeting guidelines.
7. **SCOPE:** Address the total number of referrals accepted for assessment.
8. **CAVEATS:** None.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Assessments referrals are monitored by the Coordinator of Admissions, Appraisal and IEP Facilitator.
10. **RESPONSIBLE PERSON:** Coordinator of Admissions, Appraisal, and IEP Facilitator.

Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: **Number of students in grades 3–12 participating in the LEAP Alternate Assessment (LAA1) Program.**

INDICATOR LaPAS PI CODE: 25095

1. **TYPE and LEVEL:** Input: Number of students in grades 3–12 participating in the LEAP Alternate Assessment (LAA1) Program.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and supports the measures of the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.
4. **CLARITY:** This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.

- 6. CALCULATION METHODOLOGY:** Assessments are hands on activities and are hand scored according to the activity.
- 7. SCOPE:** This indicator applies to a specific group, each of which has individual differences.
- 8. CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 1:** By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

INDICATOR LaPAS PI CODE: 25096

1. **TYPE and LEVEL:** Output: Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.
4. **CLARITY:** This indicator clearly identifies the students’ expected performance.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** Assessments are hand scored.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

INDICATOR LaPAS PI CODE: 24453

1. **TYPE and LEVEL:** Outcome: Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator

applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.

3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.
4. **CLARITY:** This indicator clearly identifies the students' expected performance.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** Assessments are hand scored.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-

disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post–secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: Yearly measurable increase in ratio of students participating in LAA1 who scored either “Meets Standard” or “Exceeds Standards” in at least one core content area.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in ratio of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.
4. **CLARITY:** This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** Assessments are hands on activities and are hand scored according to the activity.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.

- 8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
- 9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 4 who take the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 21365

- 1. **TYPE and LEVEL:** Input: Number of 4th grade students who take the LEAP test annually in March (and during summer retesting if required).

- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.
- 5. DATA SOURCE, COLLECTION, AND REPORTING:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
- 6. CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
- 7. SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
- 8. CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 4 who passed required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Output: Number of students in grade 4 who passed required components of the LEAP test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 4 who passed the required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 4 who passed the required components of the LEAP test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in ratio of students in grade 4 tested to number of students who passed the LEAP test.

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Efficiency: Yearly measurable increase in ratio of grade 4 students tested to number of students who passed the LEAP test.
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of 4th grade students who take the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24454

1. **TYPE and LEVEL:** Input: Number of 4th grade students who take the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.

- 7. SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
- 8. CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 4 who passed required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Output: Number of students in grade 4 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 4 who passed required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24455

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 4 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific

requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary

training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in ratio of students in grade 4 tested to the number of students who passed the LAA2 test.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in ratio of students in grade 4 tested to the number of student who passed the LAA2 test.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic

performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who take the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 21380

1. TYPE and LEVEL: Input: Number of students in grade 8 who take the LEAP test annually in March (and during summer retesting if required).

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching

skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who passed required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Output: Number of students in grade 8 who passed the required components of the LEAP test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.

- 5. DATA SOURCE, COLLECTION, AND REPORTING:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
- 6. CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
- 7. SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
- 8. CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 8 who passed required components of the LEAP test annually in March (and during summer retesting if required). (Language Change)

INDICATOR LaPAS PI CODE: 21375

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 8 who passed the required components of the LEAP test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LEAP test.

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LEAP test.

- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who take the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24456

1. **TYPE and LEVEL:** Input: Number of students in grade 8 who take the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.

- 7. SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
- 8. CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Output: Number of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required). **(Language Change)**

INDICATOR LaPAS PI CODE: 24457

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific

requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary

training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LAA2 test.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LAA2 test.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic

performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who take the GEE test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 9699

1. TYPE and LEVEL: Input: Number of students in grades 10, 11, and 12 who take the GEE test annually in March (and during summer retesting if required).

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching

skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 9698

1. **TYPE and LEVEL:** Output: Number of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 9697

1. **TYPE and LEVEL:** Outcome: Percentage of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed the GEE test.

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed the GEE test.
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child’s usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic

performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

4. CLARITY: This indicator clearly sets a standard.

5. DATA SOURCE, COLLECTION, AND REPORTING: LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.

6. CALCULATION METHODOLOGY: Official LEAP test results are utilized.

7. SCOPE: LEAP testing occurs in March and retesting occurs in June annually.

8. CAVEATS: The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0-21 years old. This

comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who take the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24458

1. **TYPE and LEVEL:** Input: Number of students in grades 10, 11, and 12 who take the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.

- 8. CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Output: Number of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).

- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.
- 5. DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
- 6. CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
- 7. SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
- 8. CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. RESPONSIBLE PERSON:** LSD Testing Coordinator

Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24459

1. **TYPE and LEVEL:** Outcome: Percentage of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

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OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed LAA2.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed LAA2.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSD's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSD and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific

requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSD Testing Coordinator

**Louisiana School for the Deaf Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

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OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

INDICATOR NAME: Number of students (other than withdrawals) exiting from high school.

INDICATOR LaPAS PI CODE: 4534

- 1. TYPE and LEVEL:** Input: Number of students (other than withdrawals) exiting from high school.
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).

3. **USE:** This indicator gives information on post-secondary activity of our students which can then be used to determine coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of student activity by number.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** Number of students from previous year's graduating class divided by the number of students meeting the criteria.
7. **SCOPE:** This data is collected on the previous year's graduating class.
8. **CAVEATS:** This data is dependent on student response.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The Academic Improvement Specialist who is the Transition Coordinator

**Louisiana School for the Deaf Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

INDICATOR NAME: Number of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce.

INDICATOR LaPAS PI CODE: 8340

1. **TYPE and LEVEL:** Output: Number of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the instructional program to transition graduates to be productive members of the mainstreamed community. Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
3. **USE:** This indicator gives information on post-secondary activity of our students which can then be used to determine coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of student activity by number.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers in the deaf community who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** Number of respondents.
7. **SCOPE:** This data is collected on the previous year's graduating class.
8. **CAVEATS:** This data is dependent on student response.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: The Academic Improvement Specialist who is the Transition Coordinator

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PROGRAM: Instructional/Residential/Outreach Program

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OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post–secondary/vocational programs or the workforce.

INDICATOR NAME: Percentage of students (other than withdrawals) who upon exit from school that entered a post–secondary/vocational program or the workforce.

INDICATOR LaPAS PI CODE: 8339

1. TYPE and LEVEL: Outcome: Percentage of students (other than withdrawals) who upon exit from school that entered a post–secondary/vocational program or the workforce.

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students in this category who graduated with high school diplomas or a Certificate of Achievement. LSD files contain copies of diplomas and certificates issued by the State Department of Education.
3. **USE:** This indicator gives information on post-secondary activity of our students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of students who graduate.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the admissions office contain copies of high school diplomas and certificates issued by the State Department of Education.
6. **CALCULATION METHODOLOGY:** Hand count of students who received diplomas and certificates and downloads from the State Department of Education database.
7. **SCOPE:** Figures are based on prior year graduation information.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The Academic Improvement Specialist who is the Transition Coordinator

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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post–secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post–secondary/vocational programs or the workforce.

INDICATOR NAME: Yearly measurable increase in the ratio of students (other than withdrawals) who upon exit from school that entered a post–secondary/vocational program or the workforce.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students (other than withdrawals) who upon exit from school that entered a post–secondary/vocational program or the workforce.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students in this category who graduated with high school diplomas or a Certificate of Achievement. LSD files contain copies of diplomas and certificates issued by the State Department of Education.
3. **USE:** This indicator gives information on post–secondary activity of our students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of students who graduate.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the admissions office contain copies of high school diplomas and certificates issued by the State Department of Education.

6. **CALCULATION METHODOLOGY:** Hand count of students who received diplomas and certificates and downloads from the State Department of Education database.
7. **SCOPE:** Figures are based on prior year graduation information.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The Academic Improvement Specialist who is the Transition Coordinator

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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 250 students with hearing impairments and their families.

INDICATOR NAME: Number of referrals of children to PPEP.

INDICATOR LaPAS PI CODE: 21387

1. **TYPE and LEVEL:** Input: Number of referrals of children to PPEP.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students/families served. Outreach Department files and Outreach Teacher files contain student referrals for services.
3. **USE:** This indicator gives information on the number of students with hearing impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This indicator is a straight forward reporting of students served by PPEP.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in Outreach Department or the Outreach Teachers' home offices contain copies referral documentation, general student information, and documentation of hearing loss.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of when services started and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of students referred that were provided services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** Outreach Department and Outreach Teacher files contain information on services provided to these students and their families.
10. **RESPONSIBLE PERSON:** LSD PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

Louisiana School for the Deaf Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 250 students with hearing impairments and their families.

INDICATOR NAME: Number of students/families served to include: visits, Individualized Family Services Program meetings, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with hearing impairments.

INDICATOR LaPAS PI CODE: 21391

1. **TYPE and LEVEL:** Output: Number of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with hearing impairments.

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students/families served and LSD PPEP files contain information on services provided to these students and their families.

3. **USE:** This indicator gives information on the number of students with hearing impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.

4. **CLARITY:** This indicator is a straight forward reporting of services provided to PPEP students.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of provided services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSD PPEP files contain information on services provided to these students and their families.
10. **RESPONSIBLE PERSON:** LSD PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

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PROGRAM: Instructional/Residential/Outreach Program

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OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 250 students with hearing impairments and their families.

INDICATOR NAME: Percentage of students/families served to include: visits, Individualized Family Services Program meetings, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with hearing impairments.

INDICATOR LaPAS PI CODE: 21392 (Cost per child) 21394 (PPEP percentage of Budget)

TYPE and LEVEL: Outcome: Percentage of students/families served to include: visits, Individualized Family Services Program meetings, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with hearing impairments.

1. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the percentage of students/families served and LSD PPEP files contain information on services provided to these students and their families.
2. **USE:** This indicator gives information on the percentage of students with hearing impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
3. **CLARITY:** This indicator is a straight forward reporting of services provided to PPEP students.
4. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.
5. **CALCULATION METHODOLOGY:** Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.
6. **SCOPE:** Figures are based on the percentage of provided services.
7. **CAVEATS:** None

8. **ACCURACY, MAINTENANCE, SUPPORT:** LSD PPEP files contain information on services provided to these students and their families.
9. **RESPONSIBLE PERSON:** LSD PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

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PROGRAM: Instructional/Residential/Outreach Program

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OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 250 students with hearing impairments and their families.

INDICATOR NAME: Cost per child and PPEP percentage of Instructional Budget.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Cost per child and PPEP percentage of Instructional Budget.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students/families served and LSD PPEP files contain information on services provided to these students and their families.

3. **USE:** This indicator gives information on the number of students with hearing impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This indicator is a straight forward reporting of cost per PPEP student and the PPEP percentage of the Instructional Budget.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices or the PPEP/admissions office contain copies of general student information, documentation of hearing loss, and services provided. PPEP files in the Business Office contain financial records.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of when services started and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of students that were provided services and the amount of money spent to provide those services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSD PPEP files contain information on services provided to these students and their families and Business Office files contain financial information.
10. **RESPONSIBLE PERSON:** Director of Outreach and the Chief Financial Officer.

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OBJECTIVE 5: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Number of residential students who reside in the dorm at least two of the 9 weeks of a school year.

INDICATOR LaPAS PI CODE: 21406

1. **TYPE and LEVEL:** Input: Number of residential students who reside in the dorm at least two of the 9 weeks of a school year.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Student Development Specialists maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student Development Specialist(s) and dorm staff are assigned groups of students to monitor and document progress. The Student Development Specialists monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Student Development Specialist will provide the Residential Team Leader with individual student progress reports. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.

7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
10. **RESPONSIBLE PERSON:** Student Development Specialist(s) and dorm staff is responsible for documenting students' progress and for forwarding data to the Residential Team Leader who is responsible for generating and maintaining the quarterly data.

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PROGRAM: Instructional/Residential/Outreach Program

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OBJECTIVE 5: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Number of residential students who showed improvement in at least two of the six life domains.

INDICATOR LaPAS PI CODE: 8344

1. **TYPE and LEVEL:** Output: Number of residential students who showed improvement in at least two of the six life domains.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Student Development Specialists maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student Development Specialist(s) and dorm staff are assigned groups of students to monitor and document progress. The Student Development Specialists monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Student Development Specialist will provide the Residential Team Leader with individual student progress reports. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.
7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
10. **RESPONSIBLE PERSON:** Student Development Specialist(s) and dorm staff is responsible for documenting students' progress and for forwarding data to the Residential Team Leader who is responsible for generating and maintaining the quarterly data.

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PROGRAM: Instructional/Residential/Outreach Program

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OBJECTIVE 5: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Percentage of residential students who showed improvement in at least two of the six life domains.

INDICATOR LaPAS PI CODE: 8342

1. **TYPE and LEVEL:** Outcome: Percentage of residential students who showed improvement in at least two of the six life domains.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Student Development Specialists maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.

- 5. DATA SOURCE, COLLECTION, AND REPORTING:** Student Development Specialist(s) and dorm staff are assigned groups of students to monitor and document progress. The Student Development Specialists monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
- 6. CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Student Development Specialist will provide the Residential Team Leader with individual student progress reports. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.
- 7. SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
- 8. CAVEATS:** Indicator is good at tracking student's progress towards developing independence.
- 9. ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
- 10. RESPONSIBLE PERSON:** Student Development Specialist(s) and dorm staff is responsible for documenting students' progress and for forwarding data to the Residential Team Leader who is responsible for generating and maintaining the quarterly data.

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PROGRAM: Instructional/Residential/Outreach Program

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comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 5: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Yearly measurable increase in the ratio of students who showed improvement in at least two of the six life domains.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students who showed improvement in at least two of the six life domains.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Student Development Specialists maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student Development Specialist(s) and dorm staff are assigned groups of students to monitor and document progress. The Student Development Specialists monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Student Development Specialist will provide the Residential Team Leader with individual student progress reports. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.

7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** Indicator is good at tracking student’s progress towards developing independence.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
10. **RESPONSIBLE PERSON:** Student Development Specialist(s) and dorm staff is responsible for documenting students’ progress and for forwarding data to the Residential Team Leader who is responsible for generating and maintaining the quarterly data.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: Number of students in grades 3–12 participating in the LEAP Alternate Assessment (LAA1) Program.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Input: Number of students in grades 3–12 participating in the LEAP Alternate Assessment (LAA1) Program.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and supports the measures of the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Hearing Impairment.
4. **CLARITY:** This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** Assessments are hands on activities and are hand scored according to the activity.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Output: Number of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to assess a student with disabling conditions in addition to blind or Visual Impairment.
4. **CLARITY:** This indicator clearly identifies the students’ expected performance.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.

6. **CALCULATION METHODOLOGY:** Assessments are hand scored.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 1:** By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either "Meets Standard" or "Exceeds Standard" in at least one core content area in order to be considered proficient.

INDICATOR NAME: Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.

INDICATOR LaPAS PI CODE: 24460

1. **TYPE and LEVEL:** Outcome: Percentage of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area on annual LAA1 assessment.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Blind or Visual Impairment.
4. **CLARITY:** This indicator clearly identifies the students’ expected performance.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** Assessments are hand scored.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are deaf, hard or hearing, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 1: By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.

INDICATOR NAME: Yearly measurable increase in ratio of students participating in LAA1 who scored either “Meets Standard” or “Exceeds Standards” in at least one core content area.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in ratio of students participating in LAA1 who score either “Meets Standard” or “Exceeds Standard” in at least one core content area.

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program’s curriculum and measures the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.

3. **USE:** This indicator is used to assess a student with disabling conditions in addition to Blind or Visual Impairment.
4. **CLARITY:** This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI Test Coordinator will collect data from the teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** Assessments are hands on activities and are hand scored according to the activity.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests created each year by the teacher with IEP responsibility and therefore is not always amenable to year by year comparisons.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 4 who take the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24461

1. **TYPE and LEVEL:** Input: Number of 4th grade students who take the LEAP test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI

and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

Louisiana School for the Visually Impaired Strategic Plan PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 4 who passed required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. TYPE and LEVEL: Output: Number of students in grade 4 who passed required components of the LEAP test annually in March (and during summer retesting if required).

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching

skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 4 who passed the required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24462

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 4 who passed the required components of the LEAP test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in ratio of students in grade 4 tested to number of students who passed the LEAP test.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in ratio of grade 4 students tested to number of students who passed the LEAP test.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students

will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

Louisiana School for the Visually Impaired Strategic Plan PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of 4th grade students who take the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Input: Number of 4th grade students who take the LAA2 test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression

through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 4 who passed required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Output: Number of students in grade 4 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the deaf child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 4 who passed required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 4 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many

students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in ratio of students in grade 4 tested to the number of students who passed the LAA2 test.

INDICATOR LaPAS PI CODE:

1. TYPE and LEVEL: Efficiency: Yearly measurable increase in ratio of students in grade 4 tested to the number of student who passed the LAA2 test.

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression

through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who take the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24463

- 1. TYPE and LEVEL:** Input: Number of students in grade 8 who take the LEAP test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who passed required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Output: Number of students in grade 8 who passed the required components of the LEAP test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students

will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 8 who passed required components of the LEAP test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24464

- 1. TYPE and LEVEL:** Outcome: Percentage of students in grade 8 who passed the required components of the LEAP test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the visually impaired child's usual progression through

the state curriculum. Reading skill achievement for the visually impaired child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LEAP test.

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LEAP test.
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.
- 5. DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.

- 6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
- 7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
- 8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
- 10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.
- INDICATOR NAME:** Number of students in grade 8 who take the LAA2 test annually in March (and during summer retesting if required).

1. **TYPE and LEVEL:** Input: Number of students in grade 8 who take the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Output: Number of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24468

1. **TYPE and LEVEL:** Outcome: Percentage of students in grade 8 who passed the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LAA2 test.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grade 8 tested to the number of students who passed the LAA2 test.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers

will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who take the GEE test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 9691

1. TYPE and LEVEL: Input: Number of students in grades 10, 11, and 12 who take the GEE test annually in March (and during summer retesting if required).

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the deaf child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Output: Number of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
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- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 9688

1. **TYPE and LEVEL:** Outcome: Percentage of students in grades 10, 11, and 12 who pass the required components of the GEE test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students

will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

Louisiana School for the Visually Impaired Strategic Plan PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed the GEE test.

INDICATOR LaPAS PI CODE:

- 1. TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed the GEE test.
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression

through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who take the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24469

- 1. TYPE and LEVEL:** Input: Number of students in grades 10, 11, and 12 who take the LAA2 test annually in March (and during summer retesting if required).
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
- 3. USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
- 4. CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 2:** By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Output: Number of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students

will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.

9. ACCURACY, MAINTENANCE, SUPPORT: The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. RESPONSIBLE PERSON: LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).

INDICATOR LaPAS PI CODE: 24470

1. TYPE and LEVEL: Outcome: Percentage of students in grades 10, 11, and 12 who pass the required components of the LAA2 test annually in March (and during summer retesting if required).

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression

through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.

3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI's Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 2: By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.

INDICATOR NAME: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed LAA2.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students in grades 10, 11, and 12 tested to the number of students who passed LAA2.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. This indicator is in accordance with state and federal mandates but does not reflect the blind/visually impaired child's usual progression through the state curriculum. Reading skill achievement for the blind/visually impaired child occurs at a slower rate.
3. **USE:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
4. **CLARITY:** This indicator clearly sets a standard.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** LSVI’s Testing Coordinator is responsible for administering tests and gathering data upon completion of testing and retesting.
6. **CALCULATION METHODOLOGY:** Official LEAP test results are utilized.
7. **SCOPE:** LEAP testing occurs in March and retesting occurs in June annually.
8. **CAVEATS:** The LEAP and Graduate Exit Exams (GEE) established challenging standards for blind/visually impaired children. The LEAP test raises the standard beyond the academic performance level of many blind/visually impaired children. LSVI and the State Department of Education require the students to pass 3 out of 4 parts of the GEE to receive a high school diploma. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for LEAP testing.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education’s LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSVI Testing Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 3:** By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.
- INDICATOR NAME:** Number of students (other than withdrawals) exiting from high school.

INDICATOR LaPAS PI CODE: 4495

1. **TYPE and LEVEL:** Input: Number of students (other than withdrawals) exiting from high school.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Instructional Program's curriculum and measures the effectiveness of the teaching skills of individual teachers. Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
3. **USE:** This indicator gives information on post-secondary activity of our students which can then be used to determine coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of student activity by number.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** Number of students from previous year's graduating class divided by the number of students meeting the criteria.
7. **SCOPE:** This data is collected on the previous year's graduating class.
8. **CAVEATS:** This data is dependent on student response.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The School Counselor who is the Transition Coordinator

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

INDICATOR NAME: Number of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce. **(Language Change)**

INDICATOR LaPAS PI CODE: 8321

1. **TYPE and LEVEL:** Output: Number of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the instructional program to transition graduates to be productive members of the mainstreamed community. Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
3. **USE:** This indicator gives information on post-secondary activity of our students which can then be used to determine coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of student activity by number.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** Number of respondents.
7. **SCOPE:** This data is collected on the previous year's graduating class.
8. **CAVEATS:** This data is dependent on student response.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The School Counselor who is the transition coordinator.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

INDICATOR NAME: Percentage of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce. **(Language Change)**

INDICATOR LaPAS PI CODE: 8320

1. **TYPE and LEVEL:** Outcome: Percentage of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students in this category who graduated with high school diplomas or a Certificate of Achievement. LSVI files contain copies of diplomas and certificates issued by the State Department of Education.
3. **USE:** This indicator gives information on post-secondary activity of our students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of students who graduate.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the admissions office contain copies of high school diplomas and certificates issued by the State Department of Education.
6. **CALCULATION METHODOLOGY:** Hand count of students who received diplomas and certificates and downloads from the State Department of Education database.
7. **SCOPE:** Figures are based on prior year graduation information.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The school counselor who is the Transition Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 3: By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

INDICATOR NAME: Yearly measurable increase in the ratio of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce.

INDICATOR LaPAS PI CODE:

1. TYPE and LEVEL: Efficiency: Yearly measurable increase in the ratio of students (other than withdrawals) who upon exit from school that entered a post-secondary/vocational program or the workforce.

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator delineates the number of students in this category who graduated with high school diplomas or a Certificate of Achievement. LSVI files contain copies of diplomas and certificates issued by the State Department of Education.

3. **USE:** This indicator gives information on post-secondary activity of our students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
4. **CLARITY:** This indicator is a straight forward reporting of students who graduate.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the admissions office contain copies of high school diplomas and certificates issued by the State Department of Education.
6. **CALCULATION METHODOLOGY:** Hand count of students who received diplomas and certificates and downloads from the State Department of Education database.
7. **SCOPE:** Figures are based on prior year graduation information.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be count according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The Academic Improvement Specialist who is the Transition Coordinator

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Number of referrals of children to PPEP.

INDICATOR LaPAS PI CODE: 25100

1. **TYPE and LEVEL:** Input: Number of referrals of children to PPEP.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students/families served. Outreach Department files and Outreach Teacher files contain student referrals for services.
3. **USE:** This indicator gives information on the number of students with visual impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This indicator is a straight forward reporting of students served by PPEP.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in Outreach Department or the Outreach Teachers' home offices contain copies referral documentation, general student information, and documentation of hearing loss.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of when services started and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of students referred that were provided services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** Outreach Department and Outreach Teacher files contain information on services provided to these students and their families.

10. RESPONSIBLE PERSON: LSVI PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

**Louisiana School for the Visually Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Number of students/families served to include: visits, Individualized Family Services Program meetings, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0-3 with hearing impairments.

INDICATOR LaPAS PI CODE: 25101

1. **TYPE and LEVEL:** Output: Number of students/families served to include: visits, Individualized Family Services Program meetings attended, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with hearing impairments.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students/families served and LSVI PPEP files contain information on services provided to these students and their families.
3. **USE:** This indicator gives information on the number of students with visual impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This indicator is a straight forward reporting of services provided to PPEP students.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of provided services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI PPEP files contain information on services provided to these students and their families.
10. **RESPONSIBLE PERSON:** LSVI PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Percentage of students/families served to include: visits, Individualized Family Services Program meetings, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with visual impairments.

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Outcome: Percentage of students/families served to include: visits, Individualized Family Services Program meetings, Individualized Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities to educate families regarding appropriate education of children aged 0–3 with hearing impairments.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the percentage of students/families served and LSVI PPEP files contain information on services provided to these students and their families.
3. **USE:** This indicator gives information on the percentage of students with visual impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.

4. **CLARITY:** This indicator is a straight forward reporting of services provided to PPEP students.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the percentage of provided services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI PPEP files contain information on services provided to these students and their families.
10. **RESPONSIBLE PERSON:** LSVI PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

**Louisiana School for the Visually Impaired
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary

training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 4: By 2019, provide Parent Pupil Education Program (PPEP) services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Cost per child and PPEP percentage of Instructional Budget.

INDICATOR LaPAS PI CODE: 25102 (Cost per child) 25103 (PPEP percentage of Instructional Budget)

1. **TYPE and LEVEL:** Efficiency: Cost per child and PPEP percentage of Instructional Budget.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students/families served and LSVI PPEP files contain information on services provided to these students and their families.
3. **USE:** This indicator gives information on the number of students with visual impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This indicator is a straight forward reporting of cost per PPEP student and the PPEP percentage of the Instructional Budget.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices or the PPEP/admissions office contain copies of general student information, documentation of vision loss, and services provided. PPEP files in the Business Office contain financial records.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of when services started and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of students that were provided services and the amount of money spent to provide those services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI PPEP files contain information on services provided to these students and their families and Business Office files contain financial information.

10. RESPONSIBLE PERSON: Director of Outreach and the Chief Financial Officer.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 5: By 2019, LSVI Outreach Teachers will provide services to at least 80% of the requests from LEAs related to assistance in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for qualifying students.

INDICATOR NAME: Number of quarterly requests from LEAs for student services.

INDICATOR LaPAS PI CODE: 25097

1. TYPE and LEVEL: Input: Number of quarterly requests from LEAs for student services.

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of LEA requests to serve students. Outreach Teacher files contains student referrals for services.
3. **USE:** This indicator gives information on the number of LEA students with visual impairments that have been identified and referred to LSVI Outreach Teachers for services.
4. **CLARITY:** This indicator is a straight forward reporting of LEA requests for student services by LSVI Outreach Teachers.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in Outreach Teachers' home offices contain copies of referral documentation, general student information, and documentation of vision loss.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of when student services were requested by LEAs and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of students referred for services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** Outreach Department and Outreach Teacher files contain information on LEA requests for student services.
10. **RESPONSIBLE PERSON:** LSVI Outreach Teachers and Director of Outreach.

**Louisiana School for the Visually Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary

training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 5: By 2019, LSVI Outreach Teachers will provide services to at least 80% of the requests from LEAs related to assistance in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for qualifying students.

INDICATOR NAME: Number of LEA students served to include: visits for O&M, Braille, Assistive Technology, and/or Low Vision Services instruction and Assessments; Individualized Educational Program meetings, family contacts, professional contacts, workshops/trainings presented. (Language Change)

INDICATOR LaPAS PI CODE: 25098

- 1. TYPE and LEVEL:** Output: Number of LEA students served to include: visits for O&M, Braille, Assistive Technology, and/or Low Vision Services instruction; visits for O&M, Braille, Assistive Technology, and/or Low Vision Services assessments; Individualized Educational Program meetings, family contacts, professional contacts, workshops/trainings presented.
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of students served and LSVI Outreach Teacher files contain information on services provided to these students.
- 3. USE:** This indicator gives information on the number of students with visual impairments that have been referred to LSVI Outreach Teachers for services and are served.
- 4. CLARITY:** This indicator is a straight forward reporting of services provided to visually impaired students in LEAs.
- 5. DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices contain information on services provided to students.
- 6. CALCULATION METHODOLOGY:** Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.
- 7. SCOPE:** Figures are based on the number of provided services.

- 8. CAVEATS:** None
- 9. ACCURACY, MAINTENANCE, SUPPORT:** LSVI Outreach Teacher files contain information on services provided to these students.
- 10. RESPONSIBLE PERSON:** LSVI Outreach Teachers and Director of Outreach.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 5:** By 2019, LSVI Outreach Teachers will provide services to at least 80% of the requests from LEAs related to assistance in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for qualifying students.
- INDICATOR NAME:** Percentage of LEA students served to include: visits for O&M, Braille, Assistive Technology, and/or Low Vision Services instruction; visits for O&M, Braille, Assistive Technology, and/or Low Vision Services assessments; Individualized Educational Program meetings, family contacts, professional contacts, workshops/trainings presented.
- (Language Change)**

TYPE and LEVEL:

1. **TYPE and LEVEL:** Outcome: Percentage of students that have received assessments, consultative and/or direct services in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision services for qualifying students.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the percentage of students served and LSVI Outreach Teacher files contain information on services provided to these students.
3. **USE:** This indicator gives information on the percentage of students with visual impairments that have been referred to LSVI Outreach Teachers for services and are served.
4. **CLARITY:** This indicator is a straight forward reporting of services provided to visually impaired students in LEAs.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices contain information on services provided to students.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.
7. **SCOPE:** Figures are based on the number of provided services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI Outreach Teacher files contain information on services provided to these students.
10. **RESPONSIBLE PERSON:** LSVI Outreach Teachers and Director of Outreach.

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 5: By 2019, LSVI Outreach Teachers will provide services to at least 80% of the requests from LEAs related to assistance in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for qualifying students.

INDICATOR NAME: Cost per LEA student and Outreach percentage of Instructional budget

INDICATOR LaPAS PI CODE:

1. **TYPE and LEVEL:** Efficiency: Cost per LEA student and Outreach percentage of Instructional budget.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator delineates the number of LEA students served and LSVI Outreach Teacher files contain information on services provided to these students.
3. **USE:** This indicator gives information on the number of students with visual impairments that have been identified and referred to Outreach for appropriate services.
4. **CLARITY:** This indicator is a straight forward reporting of cost per LEA student and the Outreach percentage of the Instructional Budget.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Student files in the Outreach Teachers' home offices or the Outreach Department office contain copies of general student information, documentation of vision loss, and services provided.
6. **CALCULATION METHODOLOGY:** Database maintained with the notation of when services started and reviewed to give a total state count quarterly.

7. **SCOPE:** Figures are based on the number of students that were provided services and the amount of money spent to provide those services.
8. **CAVEATS:** None
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI Outreach Teacher files contain information on services provided to these students and Business Office files contain financial information.
10. **RESPONSIBLE PERSON:** Director of Outreach and the Chief Financial Officer.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 6:** By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).
- INDICATOR NAME:** Number of residential students who reside in the dorm at least two of the 9 weeks of a school year.
- INDICATOR LaPAS PI CODE:** 24471

1. **TYPE and LEVEL:** Input: Number of residential students who reside in the dorm at least two of the 9 weeks of a school year.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Student dorm director, dorm counselors, dorm residential leaders maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Dorm Counselors and Dorm Residential Leaders are assigned groups of students to monitor and document progress. The Dorm Director monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), Dorm Counselors and Residential Team Leaders will provide the Dorm Director with individual student progress reports. The Residential Team Leader will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.
7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
10. **RESPONSIBLE PERSON:** Dorm Counselors and Dorm Residential Leaders are responsible for documenting students' progress and for forwarding data to the Residential Team Leader who is responsible for generating and maintaining the quarterly data.

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 6: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Number of residential students who showed improvement in at least two of the six life domains.

INDICATOR LaPAS PI CODE: 24472

1. **TYPE and LEVEL:** Output: Number of residential students who showed improvement in at least two of the six life domains.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Student Development Specialists maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** Dorm Counselors and Residential Team Leaders are assigned groups of students to monitor and document progress. The Dorm Director monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.

6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Dorm Counselors and Residential Team Leaders will provide the Dorm Director with individual student progress reports. The Dorm Director will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.

7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.

8. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence.

9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.

10. **RESPONSIBLE PERSON:** Dorm Counselors and Residential Team Leaders are responsible for documenting students' progress and for forwarding data to the Dorm Director who is responsible for generating and maintaining the quarterly data.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: Instructional/Residential/Outreach Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 6: By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Percentage of residential students who showed improvement in at least two of the six life domains.

INDICATOR LaPAS PI CODE: 24473

1. **TYPE and LEVEL:** Outcome: Percentage of residential students who showed improvement in at least two of the six life domains.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Dorm Director, Dorm Counselors, and Residential Team Leaders maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Dorm Counselors and Residential Team Leaders are assigned groups of students to monitor and document progress. The Dorm Director monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Dorm Counselors and Residential Team Leaders will provide the Dorm Director with individual student progress reports. The Dorm Director will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.
7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.

8. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
10. **RESPONSIBLE PERSON:** Dorm Counselors and Residential Team Leaders are responsible for documenting students' progress and for forwarding data to the Dorm Director who is responsible for generating and maintaining the quarterly data.

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

- PROGRAM:** Instructional/Residential/Outreach Program
- ACTIVITY:** The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.
- OBJECTIVE 6:** By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).
- INDICATOR NAME:** Yearly measurable increase in the ratio of students who showed improvement in at least two of the six life domains.
- INDICATOR LaPAS PI CODE:**

1. **TYPE and LEVEL:** Efficiency: Yearly measurable increase in the ratio of students who showed improvement in at least two of the six life domains.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the Independent Living Skills program in the dormitories. Dorm Director, Dorm Counselors, and Residential Team Leaders maintain files that contain information on student progress and achievement.
3. **USE:** Performance as documented by this indicator will be analyzed, and as appropriate, management strategies will be altered or developed so as to enhance student performance.
4. **CLARITY:** Yes.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Dorm Counselors and Residential Team Leaders are assigned groups of students to monitor and document progress. The Dorm Director monitors student's progress and provides parents and school personnel with written status updates of progress every school quarter.
6. **CALCULATION METHODOLOGY:** At the end of each school quarter (9 weeks), the Dorm Counselors and Residential Team Leaders will provide the Dorm Director with individual student progress reports. The Dorm Director will maintain a tally of student improvements in each of the six life domains and will generate each quarter a final report of student progress.
7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** Indicator is good at tracking student's progress towards developing independence.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be a count according to the school and dorm records. Hard copies will be maintained and filed.
10. **RESPONSIBLE PERSON:** Dorm Counselors and Residential Team Leaders are responsible for documenting students' progress and for forwarding data to the Residential Team Leader who is responsible for generating and maintaining the quarterly data.

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: LSVI Instructional/Educational Services Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0–21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 7: By 2019, to fill at least 80% of the requests received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials, and educational kits supplied annually.

INDICATOR NAME: Percentage of filled orders received from patrons of the LIMC annually.

INDICARTOR LaPAS PI Code:

1. **TYPE AND LEVEL:** Input: Number of textbook received annually.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students. Yearly measurable increase in percentage of total number of textbook orders received that were filled by the LIMC annually and yearly measurable increase I percentage of textbooks returned by the parishes.
3. **USE:** This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students.
4. **CLARITY:** This indicator is a straight forward measure of LIMC achievement.
5. **DATA COLLECTION PROCEDURES/SOURCE:** LIMC's database is used for collection of all data regarding the Center's operation.

6. **CALCULATION METHODOLOGY:** Percentage of filled orders vs. total orders received and percentage of returned books vs. total number of loaned books.
7. **SCOPE:** For reporting purposes, Braille and large print orders are compared and combined both in percentage of filled orders and percentage of returned books. Data is kept separately in-house for detailed comparisons.
8. **CAVEATS:** None.
9. **RESPONSIBLE PERSON:** LIMC Director

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: LSVI Instructional/Educational Services Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 7: By 2016, to fill at least 80% of the requests received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials, and educational kits supplied annually.

INDICATOR NAME: Percentage of filled orders received from patrons of the LIMC annually.

INDICATOR LaPAS PI Code:

1. **TYPE AND LEVEL:** Output: Percentage of filled orders received from patrons of the LIMC annually.
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students. Yearly measurable increase in percentage of total number of textbook orders received that were filled by the LIMC annually and yearly measurable increase in percentage of textbooks returned by the parishes.
3. **USE:** This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students.
4. **CLARITY:** This indicator is a straight forward measure of LIMC achievement.
5. **DATA COLLECTION PROCEDURES/SOURCE:** LIMC's database is used for collection of all data regarding the Center's operation.
6. **CALCULATION METHODOLOGY:** Percentage of filled orders vs. total orders received and percentage of returned books vs. total number of loaned books.
7. **SCOPE:** For reporting purposes, Braille and large print orders are compared and combined both in percentage of filled orders and percentage of returned books. Data is kept separately in-house for detailed comparisons.
8. **CAVEATS:** None.
9. **RESPONSIBLE PERSON:** LIMC Director

Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: LSVI Instructional/Educational Services Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 7: By 2016, to fill at least 80% of the requests received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials, and educational kits supplied annually.

INDICATOR NAME: Percentage of textbook requests that are filled by the LIMC and percentage of blind and visually impaired students statewide that receive services from the LIMC annually. **(Language Change)**

INDICATOR LaPAS PI Code: 24476

1. TYPE AND LEVEL:

Outcome: Percentage of textbook requests that are filled by the LIMC and percentage of blind and visually impaired students statewide that receive services from the LIMC annually.

2. RATIONAL, RELEVANCE, RELIABILITY: This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students. Yearly measurable increase in percentage of total number of textbook orders received that were filled by the LIMC annually and yearly measurable increase in percentage of textbooks returned by the parishes.

3. USE: This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students.

4. **CLARITY:** This indicator is a straight forward measure of LIMC achievement.
5. **DATA COLLECTION PROCEDURES/SOURCE:** LIMC's database is used for collection of all data regarding the Center's operation.
6. **CALCULATION METHODOLOGY:** Percentage of filled orders vs. total orders received and percentage of returned books vs. total number of loaned books.
7. **SCOPE:** For reporting purposes, Braille and large print orders are compared and combined both in percentage of filled orders and percentage of returned books. Data is kept separately in-house for detailed comparisons.
8. **CAVEATS:** None.
9. **RESPONSIBLE PERSON:** LIMC Director

**Louisiana School for the Visually Impaired Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION**

PROGRAM: LSVI Instructional/Educational Services Program

ACTIVITY: The Instructional/Residential/Outreach Program provides educational and residential services to children who are blind, visually impaired, or multi-disabled. These students range in age from 0-21 years old. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can live and learn.

OBJECTIVE 7: By 2016, to fill at least 80% of the requests received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials, and educational kits supplied annually.

INDICATOR NAME: Percentage of filled orders received from patrons of the LIMC annually.

INDICATOR LaPAS PI Code: 24475

1. TYPE AND LEVEL:

Efficiency: Percentage of filled orders received from patrons of the LIMC annually.

2. RATIONALE, RELEVANCE, RELIABILITY : This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students.

Yearly measurable increase in percentage of total number of textbook orders received that were filled by the LIMC annually and yearly measurable increase in percentage of textbooks returned by the parishes.

3. USE: This indicator measures the effectiveness of the LIMC's performance of supplying textbooks to blind/visually impaired students.

4. CLARITY: This indicator is a straight forward measure of LIMC achievement.

5. DATA COLLECTION PROCEDURES/SOURCE: LIMC's database is used for collection of all data regarding the Center's operation.

6. CALCULATION METHODOLOGY: Percentage of filled orders vs. total orders received and percentage of returned books vs. total number of loaned books.

7. SCOPE: For reporting purposes, Braille and large print orders are compared and combined both in percentage of filled orders and percentage of returned books. Data is kept separately in-house for detailed comparisons.

8. CAVEATS: None.

9. RESPONSIBLE PERSON: LIMC Director

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	LSDVI Administrative and Shared Services Program					
DATE	July 1, 2013					
GOAL	The Administrative Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operation of the Schools.					
OBJECTIVE 1	The Administrative Services costs, excluding Capital Outlay Projects, as a percentage of total agency appropriation will not exceed 30%.					
PERSONS RESPONSIBLE						
STRATEGY(IES)	1.1	The Business Manager will monitor annual appropriations and administrative/support services costs and make reports to the BSS Superintendent.				
	1.2	The Division Heads along with the Business Manager will analyze staffing needs and make recommendations to the Director for change as appropriate.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATU S	COMMENTS
1.	The Purchasing Director (Purchasing Agent) and Business Manager will practice judicious purchasing procedures.	Purchasing Director, Business Manager	Annually	Warehouse	OS	

2.	The Human Resources Director and Business Manager will provide for a viable preventive maintenance program.	Human Resources Director, Business Manager	Annually	adequate skilled personnel	OS	
3.	The Accounting Director and the Business Manager will monitor expenditures.	Accounting Director, Business Manager	Monthly	ISIS and internal reports	OS	
4	The Division Heads will analyze staffing needs to meet programming needs.	Division Heads	On-going	employee roster and job descriptions	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana Schools for the Deaf and Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	LSDVI Administrative and Shared Services Program
DATE	July 1, 2013
GOAL	The Administrative and Shared Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operation of the Schools.
OBJECTIVE 2	At least 90% of the meals offered/served by food services will meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch and breakfast meal.

PERSONS RESPONSIBLE	Registered Dietitian/Nutrition Services Director					
STRATEGY(IES)	2.1	The Registered Dietitian/Nutrition Services Director will closely monitor student's meals and utilize menus to meet USDA standards for the Child Nutrition Program.				
	2.2	The Registered Dietitian/Nutrition Services Director will review and report each quarter the percentage of meals meeting USDA standards for the Child Nutrition Program during that quarter.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1	Monitor and ensure that menus meet the requirements of the Child Nutrition Program.	Registered dietitian/Nutritional Services Director	On-going	None	OS	
2.	The Registered Dietitian/Nutrition Services Director will review and monitor menus to ensure compliance with USDA requirements for the Child Nutrition Program.	Registered dietitian/Nutritional Services Director	On-going	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

Strategic Plan

ACTION PLAN

PROGRAM	LSDVI Administrative and Shared Services Program					
DATE	July 1, 2013					
GOAL	The Administrative and Shared Services Program will provide the direction needed to operate and maintain all functions necessary for the efficient operations of the Schools.					
OBJECTIVE 1	All referrals accepted for assessment from the LEA's, shall be completed at a 100% compliance rate meeting State Department of Education guidelines.					
PERSONS RESPONSIBLE	Coordinator of Admissions, Appraisal, and IEP Facilitator					
STRATEGY(IES)	3.1	The Coordinator of Admissions, Appraisal and IEP Facilitator shall monitor the referred accepted and assessments conducted and completed meeting State Department guidelines and report the results each quarter.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATU S	COMMENTS
1.	Internal monitoring of evaluations as the evaluations are completed to ensure compliance with State Department of Education Guidelines.	The Coordinator of Admissions, Appraisal and IEP Facilitator and Appraisal Staff	On-going	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program	
DATE	July 01, 2013	
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
OBJECTIVE 1	By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.	
PERSONS RESPONSIBLE	Teachers, Academic Improvement Specialists	
STRATEGY(IES)	1.1	Teacher will monitor student’s IEPs and target the Extended Standards of the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to accomplish their IEP objectives and progress.
	1.2	Academic Improvement Specialist will review students’ 9 weeks progress reports in order to monitor students’ achievement of IEP objectives.

	1.3	The IEP committee will review and utilize achievement data in determining IEP objectives appropriate to support students' educational needs.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Provide professional development to teachers on accessing the Extended Standards of the Louisiana Comprehensive Curriculum when developing IEP goals and objectives and lesson plans.	Administration and Consultants from LDE	Ongoing	none	OS	
2.	Chief Academic Officer will monitor lesson plans, and IEP Facilitator will monitor development of goals and objectives to ensure that the Extended Standards are being followed.	Chief Academic Officer and Assistant Principal	weekly (lesson plans) and annually (IEP goals and objectives)	none	OS	
3.	District Test Coordinator will submit to the IEP Facilitator at the conclusion of LAA1 testing documentation of the names of students LAA1 tested and indicating those students who met or exceeded standard in at least one content area.	District Test Coordinator and IEP Facilitator	Annually	none	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program					
DATE	July 01, 2013					
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.					
OBJECTIVE 2	By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.					
PERSONS RESPONSIBLE	Teachers, Academic Improvement Specialists, LSD Testing Coordinator, and consultants from LDE					
STRATEGY(IES)	2.1	Teachers with the assistance and support of Academic Improvement Specialists will follow and use the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to progress in the general curriculum.				
	2.2	Offer after school tutoring and LEAP, GEE, and LAA2 test remediation for 4 th , 8 th , 10 th , 11 th , and 12 th grade students from September until April.				
	2.3	Offer summer LEAP, GEE, and LAA2 test remediation prior to summer testing.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Conduct teacher in-services on effective lesson plan development following the Louisiana Comprehensive Curriculum.	Consultants from LDE and LSD Administration	On-going	none	OS	
2.	Check lesson plans weekly for compliance with LA Comprehensive Curriculum and offer assistance and support where necessary.	Chief Academic Officer and Assistant Principal	On-going	none	OS	

3.	Provide additional after school instruction/tutoring for those students having difficulty in various subjects.	Certified Teachers	On-going	none	OS	
4.	Provide after school and summer LEAP remediation for students failing any segment of the LEAP test.	Certified Teachers	On-going	none	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf
Strategic Plan
ACTION PLAN**

PROGRAM	Instructional/Residential/Outreach Program	
DATE	July 01, 2013	
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
OBJECTIVE 3	By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.	
PERSONS RESPONSIBLE	Teachers, School Counselors, Academic Improvement Specialists, and Transition Coordinator	
STRATEGY(IES)	3.1	As per IDEA regulations, teachers (with the assistance and support of Academic Improvement Specialists) will develop and implement transition plans for students so they can work towards becoming self-determined adults in the community.

	3.2	The Academic Improvement Specialist responsible for Transition coordination will assist students and families in accessing OCDD and LRS services in the year prior to the student's exit from high school. An annual College Day provides information from various post-secondary programs known to provide services for students who are deaf or hard of hearing.
	3.3	The Academic Improvement Specialist responsible for Transition coordination will gather required Transition data on students who exited the school the previous year as well as students who will exit the school in May of the school year no later than March 31 st of each year.

	ACTION PLAN STEPS	PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	ITPs (for ages 16+) and IEPs will be developed for each student annually to address the students' needs with emphasis on goals and objectives that will lead to the students becoming self-sufficient adults in the community.	Teachers, IEP Facilitator, Transition Coordinator	annually	None	OS	
2.	Transition Coordinator conduct mini-workshop for graduating seniors to explain the survey format and questions prior to graduation.	Transition Coordinator	by May 30 th annually	None	OS	
3.	Survey forms to determine post-graduation status mailed to each graduate who exited school the previous year with follow up phone calls on unanswered survey forms completed by March 15 th , and data collection on seniors completed by March 30 th .	Transition Coordinator	By March 30 th annually	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program					
DATE	July 01, 2013					
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.					
OBJECTIVE 4	By 2019, provide Parent Pupil Education Program (PPEP) services to at least 260 students with hearing impairment and their families.					
PERSONS RESPONSIBLE	Consultants from DOE, LSD Instructional Facilitator, LSD Testing Coordinator, Teachers certified in various subjects, Administrator of Teaching and Learning, Business Manager					
STRATEGY(IES)	4.1	Parent Advisors will be the single point of entry for newborns identified with hearing loss, and maintain professional relationships with the professionals who identify and track newborn hearing screening information for children born in Louisiana.				
	4.2	Parent Advisors will provide best practice services to children who are deaf and hard of hearing ages 0-3.				
	4.3	Parent Advisors will provide best practice services to children who are deaf and hard of hearing ages 0-3.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATU S	COMMENTS
1.	Conduct Parent Advisor in-services on effective best practice techniques for the 0-3 population.	Consultants from LDE	On-going	none	OS	

2.	Parent Advisors will maintain logs on services provided to include visits, Individualized Family Service Program meetings attended, family contacts, professional contacts, and workshops presented/attended to educate families regarding appropriate education of children aged 0-3 with hearing impairments.	Director of Outreach	On-going	none	OS	
3.	Coordinator of Parent Pupil Education Services and the Chief Financial Officer will monitor cost per student/family served by PPEP and PPEP percentage of total Instructional Budget.	Director of Outreach and Chief Financial Officer	On-going	none	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Deaf
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program
DATE	July 01, 2013
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are deaf or hard of hearing so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.
OBJECTIVE 5	By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household

	management, emotional development, social skills, physical development, and intellectual development).					
PERSONS RESPONSIBLE	Student Development Specialists, Residential Team Leaders, Residential Advisors					
STRATEGY(IES)	5.1	A team consisting of the Student Development Specialist, Residential Team Leader, and Residential Advisors will identify strengths and weaknesses and establish objectives for each child for the year.				
	5.2	The Student Development Specialist and Residential Team Leader will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.				
	5.3	Achievement of student's performance objectives will be evaluated at the end of the school term.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Student Development Specialist and Residential Advisors will establish (and update) master student list and schedule to write and implement annual Independent Living Plans for returning and new residential students for the school year.	Student Development Specialist, Residential Advisors	Within 3 weeks after school opens for returning students or when a new student enrolls.	None	OS	
2.	Student Development Specialist and Residential Advisors will document students' progress and provide parents with written status updates of their child's progress every school quarter (nine weeks).	Student Development Specialist, Residential Advisors	Each nine weeks	None	OS	
3.	Student Development Specialist will submit individual student achievement performance reports to the Residential Team Leader for each school quarter and a summarized report at the end of the school year.	Student Development Specialist, Residential Team Leader	Each nine weeks and reported in 4 th quarter	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program					
DATE	July 01, 2013					
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.					
OBJECTIVE 1	By 2019, 65% of students who annually participate in Alternate Assessment (LAA1) will score either “Meets Standard” or “Exceeds Standard” in at least one core content area in order to be considered proficient.					
PERSONS RESPONSIBLE	Teachers, Academic personnel					
STRATEGY(IES)	1.1	Teacher will monitor student’s IEPs and target the Extended Standards of the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to accomplish their IEP objectives and progress.				
	1.2	Academic Improvement Specialist will review students’ 9 weeks progress reports in order to monitor students’ achievement of IEP objectives.				
	1.3	The IEP committee will review and utilize achievement data in determining IEP objectives appropriate to support students’ educational needs.				
ACTION PLAN STEPS	PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS	
1.	Provide professional development to teachers on accessing the Extended Standards of the Louisiana Comprehensive Curriculum when developing IEP goals and objectives and lesson plans.	Administration and Consultants from LDE	Ongoing	none	OS	
2.	Academic Improvement Specialists will monitor lesson plans, and IEP Facilitator will monitor development of goals and objectives to ensure that the Extended Standards are being followed.	Academic Improvement Specialists and IEP Facilitator	weekly (lesson plans) and annually (IEP goals and objectives)	none	OS	

3.	District Test Coordinator will submit to the IEP Facilitator at the conclusion of LAA1 testing documentation of the names of students LAA1 tested and indicating those students who met or exceeded standard in at least one content area.	District Test Coordinator	Annually	none	OS	
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STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program	
DATE	July 01, 2013	
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
OBJECTIVE 2	By 2019, 20% of students in grades 4, 8, and 12 will meet state standards on LEAP, GEE, and LAA2 testing in the Louisiana Accountability Program.	
PERSONS RESPONSIBLE	Teachers, Administrative personnel, LSVI Testing Coordinator, and consultants from LDE	
STRATEGY(IES)	2.1	Teachers with the assistance and support of Administrative personnel will follow and use the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to progress in the general curriculum.
	2.2	Offer after school tutoring and LEAP, GEE, and LAA2 test remediation for 4 th , 8 th , 10 th , 11 th , and 12 th grade students from September until April.

	2.3	Offer summer LEAP, GEE, and LAA2 rest remediation prior to summer testing.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Conduct teacher in-services on effective lesson plan development following the Louisiana Comprehensive Curriculum.	Consultants from LDE and Administrative personnel	On-going	none	OS	
2.	Check lesson plans weekly for compliance with LA Comprehensive Curriculum and offer assistance and support where necessary.	Academic Improvement Specialists	On-going	none	OS	
3.	Provide additional after school instruction/tutoring for those students having difficulty in various subjects.	Certified Teachers	On-going	none	OS	
4.	Provide after school and summer LEAP remediation for students failing any segment of the LEAP test.	Certified Teachers	On-going	none	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program
DATE	July 01, 2013

GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.					
OBJECTIVE 3	By 2019, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.					
PERSONS RESPONSIBLE	Teachers, School Counselors, Academic Improvement Specialists, and School Counselor					
STRATEGY(IES)	3.1	As per IDEA regulations, teachers (with the assistance and support of Administrative personnel) will develop and implement transition plans for students so they can work towards becoming self-determined adults in the community.				
	3.2	The Administrative responsible for Transition coordination will assist students and families in accessing OCDD and LRS services in the year prior to the student's exit from high school. An annual College Day provides information from various post-secondary programs known to provide services for students who are deaf or hard of hearing.				
	3.3	The Administrative personnel responsible for Transition coordination will gather required Transition data on students who exited the school the previous year as well as students who will exit the school in May of the school year no later than March 31 st of each year.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATU S	COMMENTS
1.	ITPs (for ages 16+) and IEPs will be developed for each student annually to address the students' needs with emphasis on goals and objectives that will lead to the students becoming self-sufficient adults in the community.	Teachers, IEP Facilitator, Transition Coordinator	annually	None	OS	

2.	School Counselor will conduct mini-workshop for graduating seniors to explain the survey format and questions prior to graduation.	School Counselor	by May 30 th annually	None	OS	
3.	Survey forms to determine post-graduation status mailed to each graduate who exited school the previous year with follow up phone calls on unanswered survey forms completed by March 15 th , and data collection on seniors completed by March 30 th .	Transition Coordinator	By March 30 th annually	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program
DATE	July 01, 2013
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.
OBJECTIVE 4	By 2019, provide Parent Pupil Education Program (PPEP) services to at least 75 students with visual impairments and their families.
PERSONS RESPONSIBLE	LSVI PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach

STRATEGY(IES)	4.1	LSVI PPEP Outreach Teachers will work to become the single point of entry for children newly identified with vision loss, and maintain professional relationships with the professionals who diagnose visually impaired children born in Louisiana.				
	4.2	LSVI PPEP Outreach Teachers will provide best practice services to children who are visually impaired ages 0-3.				
	4.3	LSD PPEP Outreach Teachers will provide information requested towards the completion of Individual Family Service Plans (IFSPs) and/or initial evaluations on those students turning age 3, so these students are able to enter an educational program that will meet their needs.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Conduct Outreach Teacher in-services on effective best practice techniques for the 0-3 population.	Consultants from LDE and the Director of Outreach	On-going	none	OS	
2.	Outreach Teachers will maintain logs on services provided to include visits, Individualized Family Service Program meetings attended, Individual Education Program meetings attended, family contacts, professional contacts, and workshops/trainings presented, and family community activities attended to educate families regarding appropriate education of children aged 0-3 with visual impairments.	Director of Outreach	On-going	none	OS	

3.	Director of Outreach and the Chief Financial Officer will monitor cost per student/family served by PPEP and PPEP percentage of total Instructional Budget.	Director of Outreach and Chief Financial Officer	On-going	none	OS	
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STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program	
DATE	July 01, 2013	
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.	
OBJECTIVE 5	By 2019, LSVI Outreach Teachers will provide services to at least 80% of the requests from LEAs related to assistance in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for qualifying LEA students.	
PERSONS RESPONSIBLE	LSVI Outreach Teachers, Director of Outreach	
STRATEGY(IES)	5.1	LSVI Outreach Teachers will provide the necessary assessments needed to develop and implement the goals and objectives related to Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for LEA students assigned to their caseloads.
	5.2	LSVI Outreach Teachers will work closely with the LEAs to determine the assistance required in the areas of Orientation & Mobility, Braille, Assistive Technology, and/or Low Vision Services for LEA students assigned to their caseloads.
	5.3	LSVI Outreach Teachers will provide best practice services to the children assigned to the caseloads.

ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Conduct Outreach Teacher in-services on effective best practice techniques for the 0-3 population.	Consultants from the LDOE and the Director of Outreach	On-going	None	OS	
2.	Outreach Teachers will maintain logs on services provided to include number of LEA students served to include: visits for O&M, Braille, Assistive Technology, and/or Low Vision Services instruction; visits for O&M, Braille, Assistive Technology, and/or Low Vision Services assessments; Individualized Education Program meetings, family contacts, professional contacts, workshops/trainings presented.	Director of Outreach	On-going	None	OS	
3.	Director of Outreach and the Chief Financial Officer will monitor cost per LEA student served by Outreach Teachers and Outreach percentage of total Instructional budget.	Director of Outreach and Chief Financial Officer	On-going	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program					
DATE	July 01, 2013					
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.					
OBJECTIVE 6	By 2019, 80% of residential students will show improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).					
PERSONS RESPONSIBLE	Dorm Director, Dorm Counselor, and Residential Team Leaders					
STRATEGY(IES)	6.1	A team consisting of the Dorm Director, Dorm Counselor, and Residential Team Leaders will identify strengths and weaknesses and establish objectives for each child for the year.				
	6.2	The Dorm Director, Dorm Counselor, and Residential Team Leaders will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.				
	6.3	Achievement of student's performance objectives will be evaluated at the end of the school term.				
ACTION PLAN STEPS	PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS	
1.	Dorm Director, Dorm Counselor, and Residential Team Leaders will establish (and update) master student list and schedule to write and implement annual Independent Living Plans for returning and new residential students for the school year.	Dorm Director, Dorm Counselor, and Residential Team Leaders	Within 3 weeks after school opens for returning students or when a new student enrolls.	None	OS	

2.	Dorm Director, Dorm Counselor, and Residential Team Leaders will document students' progress and provide parents with written status updates of their child's progress every school quarter (nine weeks).	Dorm Director, Dorm Counselor, and Residential Team Leaders	Each nine weeks	None	OS	
3.	Dorm Director, and Residential Team Leaders will submit individual student achievement performance reports to the Residential Team Leader for each school quarter and a summarized report at the end of the school year.	Dorm Director, Dorm Counselor, and Residential Team Leaders	Each nine weeks and reported in 4 th quarter	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages

**Louisiana School for the Visually Impaired
Strategic Plan**

ACTION PLAN

PROGRAM	Instructional/Residential/Outreach Program
DATE	July 1, 2013
GOAL	The Instructional/Residential/Outreach Program will provide the services necessary to educate children who are blind or visually impaired so they may possess the necessary skills to become self-sufficient adults in the mainstream of society.
OBJECTIVE 7	By 2019, fill at least 80% of the requests received from patrons of the Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.
PERSONS RESPONSIBLE	LIMC Director

STRATEGY(IES)	7.1	LIMC staff will work closely with parishes to determine as early as possible the textbook needs for the subsequent school year in order to ensure delivery of textbooks prior to opening of school.				
	7.2	Develop an accountability plan to retrieve a higher percentage of returned textbooks from parishes at the end of the school year, which would allow a larger selection of books for redistribution.				
ACTION PLAN STEPS		PERSON RESPONSIBLE	TIME FRAME	RESOURCES NEEDED	STATUS	COMMENTS
1.	Have the director of LIMC establish program of notifying parishes both by memo and by telephone of approaching deadlines to ensure timely receipt of textbooks.	LIMC Director	On going	None	OS	
2.	Develop a policy for parishes' agreement that details the lending terms of the LIMC, and obtain parish signature of acceptance of terms.	LIMC Director	On going	None	OS	
3.	Notify all parish supervisors beginning one month prior to end of school of requirement to return all books borrowed from the LIMC.	LIMC Director	On going	None	OS	

STATUS CODES: OS – On Schedule, AOS – Ahead of Schedule, DL – Delayed, CA – Cancelled, PS – In the Planning Stages