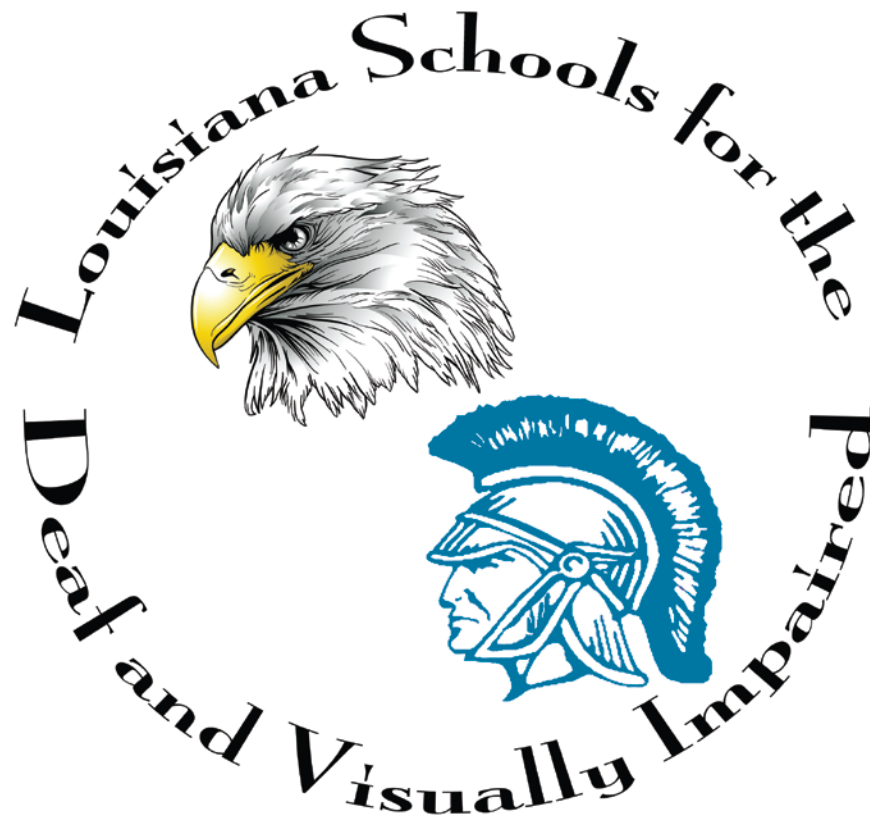


*LOUISIANA SCHOOLS  
FOR THE DEAF AND VISUALLY IMPAIRED*

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*LSDVI STRATEGIC PLAN  
FY 2017-2018 through FY 2021-2022*

*Revised June 23, 2016*

**Louisiana Schools for the Deaf and Visually Impaired (LSDVI)**

**Strategic Plan 2014-2019**

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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.

**LOUISIANA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED**  
**Strategic Plan 2014-2019**

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**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.

**GOALS**

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.

## PROGRAM 1 - LSDVI ADMINISTRATIVE AND SHARED SERVICES OBJECTIVE

**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)

**Quality:** Administrative Services below or at 30% of the agency's total appropriations.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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 expenditures.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Input                      **LEVEL:** 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

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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 expenditures as a percentage of the appropriation.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Output                      **LEVEL:** 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



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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 expenditures as a percentage of the appropriation.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Outcome                      **LEVEL:** 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

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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)

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Efficiency **LEVEL:** 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.

## PROGRAM 1 - LSDVI ADMINISTRATIVE AND SHARED SERVICES OBJECTIVE

### OBJECTIVE 2:

At least 90% of the meals offered/served (which includes breakfast, lunch and supper) by LSDVI 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.
- Quality:** At least 90% of the meals offered / served by food services will meet USDA standards for the Child Nutrition Program.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**OBJECTIVE 2:** 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.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Input                      **LEVEL:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**OBJECTIVE 2:** 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.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Output                      **LEVEL:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**OBJECTIVE 2:** 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.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Outcome **LEVEL:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**OBJECTIVE 2:** 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.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Efficiency                      **LEVEL:** 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.

**PROGRAM 1 LSDVI Administrative and Shared Services**

**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.

**Quality:** All referrals accepted for assessment from the LEA's shall be completed at 100% compliance rate meeting State Department of Education guidelines.



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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. **TYPE:** Input                      **Level:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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. **TYPE:** Output                      **LEVEL:** Supporting
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 referrals completed.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

**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. **TYPE:** Outcome **LEVEL:** Supporting
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 completed.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 1:** LSDVI Administrative and Shared Services

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

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Efficiency **LEVEL:** Key
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 and completed divided by the total number of referrals multiplied by 100.
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.

## PROGRAM 2 - LOUISIANA SCHOOL FOR THE DEAF - 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 LEAP 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 3-12 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.

**Quality:** 65% of students will be considered proficient.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 LEAP 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 LAA1.

**INDICATOR LaPAS PI CODE:** 25095

1. **TYPE:** Input                      **LEVEL:** Supporting
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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 LEAP 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:** Output      **LEVEL:** Supporting
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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 LEAP 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:** Outcome                      **LEVEL:** Key
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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 LEAP 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:** Efficiency                      **LEVEL:** General Performance Information
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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PROGRAM 2 - LOUISIANA SCHOOL FOR THE DEAF - Instructional/Residential/Outreach Program

**OBJECTIVE 2:** By 2019, 20% of students in grades 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**Strategy 2.1** - Teachers with the assistance and support of administrative team 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 test remediation for students in grades 3-12.

**Strategy 2.3** - Offer summer test remediation prior to summer testing.

### Performance Indicators:

**Input:** Number of students taking the LEAP, EOC, and ACT tests in grades 3-8 and 9-12 annually.

**Output:** Number of students in grades 3-12 who met the state standards for proficiency on the LEAP, EOC, and ACT test annually

**Outcome:** Percentage of students passing required components of LEAP, EOC, and ACT.

**Efficiency:** Yearly measure increase in ratio of students tested to number of students passing LEAP, EOC, and ACT.

**Quality:** 20% of students in grades 3-12 will meet testing standards.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Number of students taking the LEAP, EOC, and ACT tests in grades 3-8 and 9-12 annually.

**INDICATOR LaPAS PI CODE:** 21365

1. **TYPE:** Input **LEVEL:** Supporting
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 tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. 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 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 test results are utilized.
7. **SCOPE:** Testing occurs in the Spring (and in the summer if required) annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. 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 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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Number of students in grades 3-12 who met the state standards for proficiency on the LEAP, EOC, and ACT test annually.

### INDICATOR LaPAS PI CODE:

1. **TYPE:** Output                      **LEVEL:** Supporting
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 tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for 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 test results are utilized.
7. **SCOPE:** Testing occurs in the spring and retesting may occur in June annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. The LEAP test raises the standard beyond the academic performance level of many deaf children. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for 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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Percentage of students passing required components of LEAP, EOC, and ACT.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Outcome **LEVEL:** Key
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 tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for 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 test results are utilized.
7. **SCOPE:** Testing occurs in the spring and retesting may occur in June annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for 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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Yearly measurable increase in ratio of students tested to number of students passing LEAP, EOC, and ACT.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
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 tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for 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 test results are utilized.
7. **SCOPE:** Testing occurs in the spring and retesting may occur in June annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for 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 LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** LSD Testing Coordinator

## PROGRAM 2 - LOUISIANA SCHOOL FOR THE DEAF OBJECTIVES - Instructional/Residential/Outreach Program

### 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 31<sup>st</sup> of each year.

### Performance Indicators:

**Input:** Number of students (other than withdrawals) exiting high school.

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

**Outcome:** Percentage of students (other than withdrawals) who, upon exit from school, entered a post-secondary/vocational program or the workforce.

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

**Quality:** 70% of exiting students will enter post-secondary vocational programs or the workforce.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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) exiting high school.

**INDICATOR LaPAS PI CODE:** 4534

1. **TYPE:** Input **LEVEL:** Supporting
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



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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, entered a post-secondary/vocational program or the workforce.

**INDICATOR LaPAS PI CODE:** 8340

1. **TYPE:** Output **LEVEL:** Supporting
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

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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:** 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:** Outcome **LEVEL:** Key
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

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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, entered a post-secondary/vocational program or the workforce.

### INDICATOR LaPAS PI CODE:

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
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

## PROGRAM 2 - LOUISIANA SCHOOL FOR THE DEAF OBJECTIVES - Instructional/Residential/Outreach Program

### OBJECTIVE 4:

By 2019, provide Parent Pupil Education Program services to at least 75% of referred students with hearing impairment/ deafness 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 or 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.

**Quality:** 75% or more students are provided PPEP services.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 75% of referred students with hearing impairments/ deafness and their families.

**INDICATOR NAME:** Number of referrals of children to PPEP.

**INDICATOR LaPAS PI CODE:** 21387

1. **TYPE:** Input **LEVEL:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 75% of referred students with hearing impairments/ deafness 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:** Output **LEVEL:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 75% of referred students with hearing impairments/ deafness 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) and 21394 (PPEP percentage of Budget)

**TYPE:** Outcome

**LEVEL:** Key

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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 75% of referred students with hearing impairments/ deafness and their families

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

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Efficiency **LEVEL:** Key
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 quarterly to give a total state count.
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.



## PROGRAM 2 - LOUISIANA SCHOOL FOR THE DEAF OBJECTIVES - Instructional/Residential/Outreach Program

### 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 of the 9 weeks of a school year.

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

**Outcome:** Percentage of residential 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.

**Quality:** 80% of residential students will show improvement in at least two of the six life domains.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 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:** Input **LEVEL:** Key
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - Instructional/Residential/Outreach Program

**ACTIVITY:** 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 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:** Output **LEVEL:** Supporting
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 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:** Outcome **LEVEL:** Key
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 2:** Louisiana School for the Deaf - 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 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:** Efficiency **LEVEL:** General Performance Information
- 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.

**Program 3 - 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 LEAP 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 and benchmark scores 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 3-12 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.

**Quality:** 65% of students will be considered proficient.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 LEAP 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 LAA1.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the LAA1 assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the LAA1 program. 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 will be used to track the number of students who are participating the LAA1 assessment.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data source for this indicator is the number of students on grades 3-12 participating in the LAA1 assessment. The data will be collected at the start of the school year, and monitored quarterly.
6. **CALCULATION METHODOLOGY:** Number of students in grades 3-12 who are taking the LAA1 assessment.
7. **SCOPE:** This indicator applies to a specific group of students in grades 3-12 within the LAA1 program.
8. **CAVEATS:** The number of students taking this assessment varies from year to year. If the number becomes too small, the data may not be as reliable.
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:** The LSVI school counselor will report the number of students in grades 3-12 who will be taking the LAA1 assessment.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 LEAP 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:** Output      **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the LAA1 assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the LAA1 program. 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 will be used to assess the number of students in the LAA1 program who meet or exceed standards on the end of year assessment. The results will be used to inform administration and make key decisions about the current instructional program.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator is performance on the LAA 1 assessment by students in grades 3-12.
6. **CALCULATION METHODOLOGY:** Scores will be reviewed to determine the number of students who meet or exceed standards on this assessment. The total number of students who achieved proficiency will be totaled.
7. **SCOPE:** This indicator applies to a specific group of students in the LAA1 program.
8. **CAVEATS:** Scores may vary based on the particular group of students in the LAA1 program.
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:** The LSVI school counselor will obtain test results and report them to the administration for analysis and reporting.



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 LEAP 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:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the LAA1 assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the LAA1 program. 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 will be used to assess the percentage of students in the LAA1 program who meet or exceed standards on the end of year assessment. The results will be used to inform administration and make key decisions about the current instructional program.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources necessary for this indicator are the total number of students taking the assessment, and the number of students who met standards in at least one core content area.
6. **CALCULATION METHODOLOGY:** This indicator will be calculated by dividing the number of students who met standards by the total number of students who took the assessment, and multiplying by 100.
7. **SCOPE:** This indicator applies to a specific group of students in the LAA1 program.
8. **CAVEATS:** Results may vary from year to year based on the particular group of students in the LAA1 program.
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:** The LSVI school counselor will obtain test results and report them to the administration for analysis and reporting.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 LEAP 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:** Efficiency **LEVEL:** General Performance Information
- 2. RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the LAA1 assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the LAA1 program. 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 will be used to assess the yearly increase in the ratio of students meeting or exceeding standards on the end of year assessment. The results will be used to inform administration and make key decisions about the current instructional program.
- 4. CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
- 5. DATA SOURCE, COLLECTION, AND REPORTING:** Data sources for this indicator include LAA1 tests results spanning several years. Scores will be collected and analyzed at the close of each year.
- 6. CALCULATION METHODOLOGY:** Calculations will be used to determine the ratio of students taking and passing the LAA1 assessment. Ratios will be compared across years.
- 7. SCOPE:** This indicator applies to a specific group of students in the LAA1 program.
- 8. CAVEATS:** Results may vary from year to year based on the number of students and the specific population we have enrolled in the LAA1 Program.
- 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:** The LSVI school counselor and administrators will obtain the necessary data for analysis and reporting.

### PROGRAM 3 - Louisiana School for the Visually Impaired - Instructional/Residential/Outreach Program

#### OBJECTIVE 2:

By 2019, 20% of students in grades 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT 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 state standards to develop lesson plans designed to enable students to progress in the general curriculum.

**Strategy 2.2** – Offer after school tutoring and test remediation for students in grades 3– 12.

**Strategy 2.3** - Offer summer test remediation prior to summer testing.

#### Performance Indicators:

**Input:** Number of students taking the LEAP, EOC, and ACT tests in grades 3-8 and 9-12 annually.

**Output:** Number of students in grades 3-12 who met the state standards for proficiency on the LEAP, EOC, and ACT test annually.

**Outcome:** Percentage of students passing required components of LEAP, EOC, and ACT.

**Efficiency:** Yearly measure increase in ratio of students tested to number of students passing LEAP, EOC, and ACT.

**Quality:** 20% of students in grades 3-12 will meet testing standards.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Number of students taking the LEAP, EOC, and ACT tests in grades 3-8 and 9-12 annually.

**INDICATOR LaPAS PI CODE:**

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps us to identify the number of students annually, who will participate in end of year state assessments. Once identified, the necessary materials will be obtained, and the students will be provided with instruction and remediation throughout the year, which will help up ensure they are prepared for success on end of year assessments. The number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** The indicator will be used to identify the number of students testing in each grade, and determine appropriate resources including preparation books, and practice tests, which will support their success on the end of year assessments.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator will be class rosters which identify the number of students in grades 3-12, who will be assessed.
6. **CALCULATION METHODOLOGY:** The number of students in grades 3-8 will be totaled. Additionally, we will add students in grades 9-12 who are taking an EOC, or ACT.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jumpstart or diploma track.
8. **CAVEATS:** The number of students in grades 3-12 may vary yearly. Also, students may be counted multiple times in the data if they are taking ACT and EOC exams.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The LSVI school counselor will review students' schedules to determine the number of students in grades 3-8, and the number who high school students who will be completing assessments.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Number of students in grades 3-12 who met the state standards for proficiency on the LEAP, EOC, and ACT test annually.

### INDICATOR LaPAS PI CODE:

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and tracking their proficiency on various assessments, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students. 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 will be used to identify the number of students who passed the required components of the state assessments. The results will be used to inform decisions about curriculum, placement, and instruction.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator will be state test results for students in grades 3-12 who take applicable assessments. Scores will be collected at various times throughout the year in alignment with the state approved assessment calendar.
6. **CALCULATION METHODOLOGY:** The results will be analyzed and the number of students in grades 3-8 who pass the required components will be totaled. Additionally, the students in grades 9-12 who achieved proficiency on state assessments will be added.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jump Start or diploma track.
8. **CAVEATS:** Scores can vary, based on the specific students enrolled in these grade levels. Additionally, students can take the EOC assessment multiple times throughout their high school career. Consistency in reporting will be crucial from year to year. The state may periodically adjust their proficiency standards, which could cause inconsistencies from year to year.
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 counselor will provide administration with a copy of the scores for review and analysis.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Percentage of students passing required components of LEAP, EOC, and ACT.

**INDICATOR LaPAS PI CODE:** 24462

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and tracking their proficiency on various assessments, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students. 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 will be used to identify the percentage of students who passed the required components of the state assessments. The results will be used to inform decisions about curriculum, placement, and instruction.
4. **CLARITY:** This indicator is clear, concise and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** State assessment data will be collected for students in grades 3-12. For leap, scores will be collected once in the spring. For EOC, scores may be collected twice during the year.
6. **CALCULATION METHODOLOGY:** The number of tests with a proficient score will be divided by the number of tests taken and multiplied by 100.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jump Start or diploma track.
8. **CAVEATS:** Scores can vary, based on the specific students enrolled in these grade levels. Additionally, students can take the EOC assessment multiple times throughout their high school career. Consistency in reporting will be crucial from year to year. The state may periodically adjust their proficiency standards, which could cause inconsistencies from year to year.
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 counselor will provide administration with a copy of the scores for review and analysis.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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 3-8 and 9-12 will meet state standards on LEAP, EOC, and ACT testing in the Louisiana Accountability Program.

**INDICATOR NAME:** Yearly measure increase in ratio of students tested to number of students passing LEAP, EOC, and ACT.

### INDICATOR LaPAS PI CODE:

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure of effectiveness of the current Instructional Program across years. By tracking the number of students testing yearly, and tracking their proficiency on various assessments, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students. 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 will be used to identify the ratio of students who passed the required components of the state assessments. The results will be used to inform decisions about curriculum, placement, and instruction.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** State assessment data will be collected for students in grades 3-12. For leap, scores will be collected once in the spring. For EOC, scores may be collected twice during the year.
6. **CALCULATION METHODOLOGY:** Students who passed out of the total number who tested, will be compared to previous years.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jump Start or diploma track.
8. **CAVEATS:** Scores can vary, based on the specific students enrolled in these grade levels. Additionally, students can take the EOC assessment multiple times throughout their high school career. Consistency in reporting will be crucial from year to year. The state may periodically adjust their proficiency standards, which could cause inconsistencies from year to year.
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 counselor will provide administration with a copy of the scores for review and analysis.

### PROGRAM 3 - Louisiana School for the Visually Impaired - Instructional/Residential/Outreach Program

#### 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 31<sup>st</sup> of each year.

#### Performance Indicators:

**Input:** Number of students (other than withdrawals) exiting high school.

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

**Outcome:** Percentage of students (other than withdrawals) who upon exit from school, entered a post-secondary/vocational program or the workforce.

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

**Quality:** 70% of students will enter post-secondary or vocational programs or workforce.



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the number of students exiting yearly from LSVI. This indicator is important because it identifies the number of students who will be exiting at the end of the year, and enables us to track their progress throughout the year, while working to develop an appropriate exit plan.
3. **USE:** This indicator gives information about the number of students who will be exiting in the spring, and helps us to determine appropriate coursework and opportunities upon exit.
4. **CLARITY:** This indicator is clear, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator is the number of students who will exit at the end of the school year.
6. **CALCULATION METHODOLOGY:** After determining the number of students who will be exiting at the end of the year, the number will be totaled.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the number of students enrolled in each high school cohort. Since students have the option to stay at the school through age 22, the number could change mid-year if students decide to return for another school year, or leave early.
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 will be responsible for collection and analysis.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** 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.

**INDICATOR LaPAS PI CODE:** 8321

1. **TYPE:** Output    **LEVEL:** Supporting
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 exiting students which can then be used to determine coursework offered.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data used is evidence which documents the post-secondary activity of our students. The 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:** The number of students who have entered a post-secondary program is totaled.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the pathway of the exiting students. Additionally, it may not be possible to get in touch with all exiting students to determine their post-secondary path.
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 is responsible for following up with students and parents to determine post-secondary options.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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.

**INDICATOR LaPAS PI CODE:** 8320

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the percentage of students in this category who graduated with high school diplomas or a Certificate of Achievement. It helps to measure the effectiveness of the current instructional program to transition graduates to be productive members of the mainstreamed community. 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 exiting students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data is evidence which documents the post-secondary activity of our students. The 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:** The number of students who entered a post-secondary or vocational program is divided by the number of exiting students, and multiplied by 100.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the pathway of the exiting students. Additionally, it may not be possible to get in touch with all exiting students to determine their post-secondary path.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be counted 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 will be responsible for gathering and reporting this information.

## PERFORMANCE INDICATOR DOCUMENTATION

- PROGRAM:** Louisiana School for the Visually Impaired - 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:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures a yearly increase in the number of students who graduated with high school diplomas or a Certificate of Achievement. It helps to measure the effectiveness of the current instructional program to transition graduates to be productive members of the mainstreamed community. 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 exiting students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered and making key instructional decisions.
4. **CLARITY:** This indicator is clear and aligned to meeting the long range objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data is evidence which documents the post-secondary activity of our students. The 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:** The number of students entering post-secondary options, over the total number of students is compared to the previous year.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the pathway of the exiting students. Additionally, it may not be possible to get in touch with all exiting students to determine their post-secondary path.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be counted 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, will be responsible for gathering and reporting this information.

## PROGRAM 3 - Louisiana School for the Visually Impaired - Instructional/Residential/Outreach Program

### OBJECTIVE 4:

By 2019, provide Parent Pupil Education Program or Outreach services to at least 75% of referred students with visual impairments/ blindness 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/Outreach.

**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/Outreach percentage of Instructional Budget.

**Quality:** 75% or more students are provided PPEP/ Outreach services.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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) or Outreach services to at least 75% of referred students with visual impairments/ blindness and their families.

**INDICATOR NAME:** Number of referrals of children to PPEP/Outreach.

**INDICATOR LaPAS PI CODE:** 25100

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator outlines the number of referrals received of children for PPEP.
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. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources utilized are documented referrals of children to PPEP. 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:** The number of children referred to PPEP is totaled.
7. **SCOPE:** This indicator includes children ranging in ages from 0-3 which have identified visual impairments.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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) or Outreach services to at least 75% of referred students with visual impairments/ blindness 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 visual impairments.

**INDICATOR LaPAS PI CODE:** 25101

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the number of students/families served by LSVI. This indicator is important, because it helps us to identify children early on, and provide appropriate services during their first three years of life. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested. Additionally, serving these families plays a key role in forming relationships with potential families and students.
3. **USE:** This indicator gives us information on the number of students served, and the types of services provided. This will help us, as we determine the staffing needs, and types of services most commonly requested. The more information we have, the more effectively we can serve out students and families.
4. **CLARITY:** This indicator clear, concise, and aligned to the objectives.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources for this indicator are student service logs. 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:** This indicator includes children ranging in ages from 0-3 which have identified visual impairments.
8. **CAVEATS:** The number of students served may vary based on our staffing capacity.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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) or Outreach services to at least 75% of referred students with visual impairments/ blindness 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:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the percentage of students/families served by LSVI. This indicator is important, because it helps us to identify children early on, and provide appropriate services during their first three years of life. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested. Additionally, serving these families plays a key role in forming relationships with potential families and students.
3. **USE:** This indicator gives information on the percentage of students' ages 0-3 with visual impairments that have been served through outreach. This will help us, as we determine the staffing needs, and types of services most commonly requested. The more information we have, the more effectively we can serve out students and families.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources for this indicator are student referrals and student service logs. Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.
6. **CALCULATION METHODOLOGY:** The number of students who requested services will be divided by the number of students who were served then multiplied by 100%.
7. **SCOPE:** This indicator includes children ranging in ages from 0-3 which have identified visual impairments.
8. **CAVEATS:** The number of students served may vary based on our staffing capacity.
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.



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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) or Outreach services to at least 75% of referred students with visual impairments/ blindness and their families.

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

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

1. **TYPE:** Efficiency **LEVEL:** Key
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 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 visual impairment 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. Business Office files contain financial information.
10. **RESPONSIBLE PERSON:** Director of Outreach and the Chief Financial Officer.

### **PROGRAM 3 - Louisiana School for the Visually Impaired - Instructional/Residential/Outreach Program**

#### **OBJECTIVE 5:**

By 2019, 80% of residential students will show improvement in at least two of the six life domains (Clothing management, Dressing, Eating, Household Chores, Hygiene and Grooming, Social Skills).

**Strategy 5.1** - 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 5.2** - 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 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 of the 9 weeks of a school year.

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

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

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

**Quality:** 80% or more residential students will show improvement in at least two of the six life skills domain.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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, 80% of residential students will show improvement in at least two of the six life domains (Clothing management, Dressing, Eating, Household Chores, Hygiene and Grooming, Social Skills).

**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:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the number of students who reside in the dorm throughout the year. This indicator was chosen in order to help us evaluate the overall success of our LSVI residential program.
3. **USE:** This indicator will be used to determine which students should be tracked throughout the year. Once progress is determined, adjustments to instruction and programming can be made.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator is the number of residential students. This number will be calculated quarterly.
6. **CALCULATION METHODOLOGY:** The number of residential students will be totaled quarterly.
7. **SCOPE:** The total number of students residing in the dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** The number may fluctuate based on enrollment or withdrawal from our school.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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, 80% of residential students will show improvement in at least two of the six life domains (Clothing management, Dressing, Eating, Household Chores, Hygiene and Grooming, Social Skills).

**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:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator will identify the number of students who showed improvement in at least two of the six domains. As a part of the expanded core, living skills is an essential part of blind/visually impaired student's education. This indicator is critical in helping us to measure the effectiveness of the Independent Living Skills program in the dormitories. Based on the results, we will be able to adjust this program to better meet the needs of our students.
3. **USE:** Results from this indicator will be used to make critical decisions about daily instruction in each of the six life domains.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data source utilized by this indicator will be checklists outlining students' progress in each of the six life domains. This information will be collected quarterly.
6. **CALCULATION METHODOLOGY:** The checklists will be analyzed, and the students' progress will be tallied. Their new scores, will be compared to the previous quarter and the number of domains each student showed improvement in will be identified. The number of students showing progress in two or more domains will be totaled. 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:** The total number of students residing in the dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** The number may fluctuate based on enrollment or withdrawal from our school. Additionally, students may progress at different rates throughout the year.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM 3:** Louisiana School for the Visually Impaired - 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, 80% of residential students will show improvement in at least two of the six life domains (Clothing management, Dressing, Eating, Household Chores, Hygiene and Grooming, Social Skills).

**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:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator will identify the percentage of students who showed improvement in at least two of the six domains. As a part of the expanded core, living skills is an essential part of blind/visually impaired student's education. This indicator is critical in helping us to measure the effectiveness of the Independent Living Skills program in the dormitories. Based on the results, we will be able to adjust this program to better meet the needs of our students.
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:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data source utilized by this indicator will be the number of students who progressed in two or more of the life skills domains.
6. **CALCULATION METHODOLOGY:** The number of students who showed improvement in two or more of the life skills domains, will be divided by the total number of residential students and multiplied by 100.
7. **SCOPE:** The total number of students residing in the dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** The number may fluctuate based on enrollment or withdrawal from our school. Additionally, students' progress may vary based on their educational placement.
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.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM:** Louisiana School for the Visually Impaired - 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, 80% of residential students will show improvement in at least two of the six life domains (Clothing management, Dressing, Eating, Household Chores, Hygiene and Grooming, Social Skills).

**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:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator will identify the percentage of students who showed improvement in at least two of the six domains. As a part of the expanded core, living skills is an essential part of blind/visually impaired student's education. This indicator is critical in helping us to measure the effectiveness of the Independent Living Skills program in the dormitories. Based on the results, we will be able to adjust this program to better meet the needs of our students.
3. **USE:** Performance as documented by this indicator will be analyzed, and appropriate, management strategies will be altered or developed to enhance student performance.
4. **CLARITY:** This indicator is clear, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data source for this indicator will include documentation of the number of residential students who showed progress in two or more domains, out of the total number of residential students.
6. **CALCULATION METHODOLOGY:** The number of students who showed progress over the total number of residential students will be compared across years.
7. **SCOPE:** The total number of students residing in the dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** The capabilities of residential students may vary from year to year.
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.

### PROGRAM 3 - Louisiana School for the Visually Impaired - Instructional/Residential/Outreach Program

#### Objective 6:

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.

**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 a 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 requests received for materials from LIMC.

**Output:** Number of requests that are completed by the LIMC.

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

**Efficiency:** Yearly measurable increase in percentage of completed requests filled by the LIMC.

**Quality:** 80% of patron requests of LIMC are filled.

## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM:** Louisiana School for the Visually Impaired -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 6:** 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:** Number of requests received for materials from LIMC.

**INDICATOR LaPAS PI Code:** 24478

1. **TYPE:** Input **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures number of requests that LIMC receives annually. In order to determine the effectiveness of the LIMC's current program, it is critical to track the number of orders received.
3. **USE:** This indicator will be used to determine the types of services, and resources are most frequently requested. This will help the LIMC ensure they are properly prepared to assist with requests.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data sources for this indicator are requests sent to the LIMC. The number of requests will be totaled quarterly.
6. **CALCULATION METHODOLOGY:** The number of requests received throughout the year will be totaled.
7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana and the students they serve.
8. **CAVEATS:** None.
9. **RESPONSIBLE PERSON:** LIMC Director



## PERFORMANCE INDICATOR DOCUMENTATION

**PROGRAM:** Louisiana School for the Visually Impaired -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 6:** 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:** Number of requests that are completed by the LIMC.

**INDICATOR LaPAS PI Code:** 24474

1. **TYPE:** Output **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the number of requests filled by the LIMC. It helps us to determine the effectiveness of the LIMC's performance of supplying resources to blind/visually impaired students across the state. Upon analysis of this data, we will be able to determine strengths, weakness, and needs, and make necessary adjustments in order to make progress towards achieving our goal.
3. **USE:** This indicator will be used to evaluate the LIMC's current practices and make necessary adjustments.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data used for this indicator is documentation of orders filled by the LIMC.
6. **CALCULATION METHODOLOGY:** The number of orders filled is totaled.
7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana, and the students they serve.
8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.
9. **RESPONSIBLE PERSON:** LIMC Director

## PERFORMANCE INDICATOR DOCUMENTATION

- PROGRAM:** Louisiana School for the Visually Impaired -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 6:** 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 requests that are completed by the LIMC.

**INDICATOR LaPAS PI Code:** 24475

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the ratio of requests filled by the LIMC across years. It helps us to determine the effectiveness of the LIMC's performance of supplying resources to blind/visually impaired students across the state. Upon analysis of this data, we will be able to determine strengths, weakness, and needs, and make necessary adjustments in order to make progress towards achieving our goal.
3. **USE:** This indicator will be used to evaluate the overall effectiveness of the LIMCs current practices and make necessary adjustments.
4. **CLARITY:** This indicator is clear, and aligned to the objective.
5. **DATA COLLECTION PROCEDURES/SOURCE:** Data sources for this indicator include the documentation of the number of requests received and the number of requests filled.
6. **CALCULATION METHODOLOGY:** The number of requests filled over the number of requests received will be compared across years.
7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana, and they students they serve.
8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.
9. **RESPONSIBLE PERSON:** LIMC Director



## Strategic Planning Process Documentation

### April 4, 2016 – Team meeting

- Reviewed guidelines for revising Strategic Plan
- Identified questions about documentation and process
- Identified next steps to revise objectives and PI's

### April 4, 2016

- Strategic Plan calendar created

### April 6, 2016

- Telephone conference with Tarnisha Hutchinson, Office of Planning & Budget, to discuss components of Strategic Plan

### April 19, 2016

- Schools submit Phase 1 edits to Strategic Plan

### April 27, 2016

- Began re-organization of Strategic Plan

### April 28, 2016

- Met to discuss Performance Indicator format

### May 20, 2016

- Schools submit Phase 2 edits to Strategic Plan

### June 7, 2016 - Team meeting

- Discussed edits to the Strategic Plan by LSD and LSVI

### June 13, 2016

- Team met with Superintendent and CFO to review edits to the Strategic Plan

### June 28, 2016

- Strategic Plan finalized