

IOWA SCHOOL FOR THE DEAF

STRATEGIC PLAN

2001-2006

MISSION

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing them with comprehensive and appropriate educational programs and service.

BELIEFS

1. Learning is a process that occurs in all of life's activities.
2. Deaf and hard of hearing students are the central focus of our learning vision.
3. Deaf and hard of hearing students deserve the most appropriate individual learning environment.
4. Our educational systems must be comprehensive to respond to the individual needs of deaf and hard of hearing learners.
5. The role and importance of deaf culture and heritage should be recognized and fostered.

VISION STATEMENT

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The school will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate accountability and progress toward attaining its goals and objectives.

VALUES STATEMENT

The Iowa School for the Deaf values the pursuit of optimal educational and personal growth experiences for each student, so that each one may become a contributing member of society.

Toward that end, the administration, faculty, staff, and students of the Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics.
- Integrity in facing challenges.
- Honesty in all endeavors.
- Civility toward all people.
- Compassion for others.
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem-solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

CULTURE STATEMENT

Iowa School for the Deaf seeks to provide a safe, relaxed educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students utilize reading, writing, the use of sign language, oral speech, residual hearing, and speech reading, as appropriate, in their communication.
- Offers a supportive residential program.
- Promotes frequent and in-depth contacts with families of students.
- Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department.
- Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum.
- Recognizes and fosters the role and importance of deaf culture and heritage.

KEY RESULT AREA 1.0.0.0

KRA 1.0.0.0 Provide a quality education program through competent teaching, well-trained staff, and extensive administrative services.

Objective 1.1.0.0^a Recognize meritorious teaching.

Strategy 1.1.1.0 Fund a teacher merit salary program.

Benchmark 1.1.1.1 The school will have authorization and funds to award Sign Communication Proficiency Interview (SCPI) and Council on the Education of the Deaf (CED) excellence.

Strategy 1.1.2.0 Utilize the Performance Based Teacher Evaluation Program to recognize meritorious teaching.

Benchmark 1.1.2.1 Provide list of faculty recognized for meritorious teaching.

Objective 1.2.0.0 Provide staff development opportunities to all staff.

Strategy 1.2.1.0 Assess staff development needs every two years.

Benchmark 1.2.1.1 The school's administrative staff will prioritize all areas of staff development need and designate the top three areas of focus.

Strategy 1.2.2.0 Provide each staff person with at least 40 hours of staff development activities.

Benchmark 1.2.2.1 Documentation of staff development activities will be done for all staff.

Strategy 1.2.3.0 Enable at least 20% of the staff to participate in external staff development activities.

^a Unless indicated otherwise, each objective will be assessed annually.

Benchmark 1.2.3.1 At least twenty percent (20%) of the faculty and staff will participate in external staff development activities.

Benchmark 1.2.3.2 At least four (4) presentations will be made by faculty or staff at state/regional/national conferences.

Strategy 1.2.4.0 The school will target at least 0.5% of the basic state appropriation for staff development activities. All staff will be encouraged to obtain post-secondary level degrees.

Benchmark 1.2.4.1 By the end of year FY05, at least sixty-five percent (65%) of the faculty will have advanced (post baccalaureate) degrees.

Benchmark 1.2.4.2 By the end of year FY05, at least ninety percent (90%) of the faculty will attain national certification available through the Council on the Education of the Deaf (CED).

Benchmark 1.2.4.3 By the end of year FY05, at least fifty percent (50.0%) of the student life staff (direct care) will have post secondary degrees.

Objective 1.3.0.0 Foster quality teaching by providing or reallocating resources that enable the instructional outcomes stated in the IEPs to occur.

Strategy 1.3.1.0 The administrative team will develop a prioritized list of recommended quality programs that will focus on the educational and development needs of the students.

Benchmark 1.3.1.1 Math: a.) All students will improve conceptual understanding and correct application of basic math facts and skills; b.) Students will increase their application of math skills to daily situations; c.) Students will apply mathematical problem-solving strategies in a variety of situations across the curriculum.

Benchmark 1.3.1.2 By the end of year FY03, students in grades 3 – 8 will score 70% or higher on a math facts test.

Benchmark 1.3.1.3 By the end of year FY04, all students in grades 5 – 12 will increase their RIT (Rasch Unit – scores are tied directly to the curriculum, rather than to student performance) scale score in the application of math skills in daily situations by 5 – 8 points. (Criterion referenced test of NWEA [Northwest Evaluation Association] will be used.)

Benchmark 1.3.1.4 By the end of FY07, students in grades 5 – 12 will demonstrate 70% or more accuracy in applying mathematical problem solving strategies, as measured on curriculum continuum tests and evaluative performance tasks.

Strategy 1.3.2.0 The school administration will put a focus on at least one quality instructional program through reallocation of resources or receipt of new funds to implement such.

- Benchmark 1.3.2.1 Each year, one particular aspect of the school's overall program will be given special emphasis, monies reallocated to that program, and the impact of the reallocation will be documented.
[example: science]
- Benchmark 1.3.2.2 Science: a.) Students will demonstrate the usage of scientific methods (e.g., data analysis, reasoning, problem solving); b.) Students will transfer scientific knowledge and skills to real life situations; c.) Students will apply science problem-solving strategies to a variety of situations across the curriculum (e.g., career projects, social science, and technology).
- Benchmark 1.3.2.3 By the end of FY07, 70% or more of the students in the 3rd through 12th grades will score between the 31 – 70 percentiles on the SAT (Stanford Achievement Test) science sub-tests which demonstrate comprehension of the usage of scientific methods.
- Benchmark 1.3.2.4 By the end of FY07, 70% or more of the students will demonstrate competency on the transfer of scientific knowledge skills to real life situations. Results will be measured through curriculum assessment performance tasks.
- Benchmark 1.3.2.5 By the end of FY07, ISD will increase the number of 3rd through 8th grade students in the 35th – 75th quartile of the science sub-test of the SAT (Stanford Achievement Test) and the NWEA (Northwest Evaluation Association)

criterion-based tests. These tests will measure ability to apply problem solving strategies to a variety of situations across the curriculum.

Strategy 1.3.3.0 The superintendent will review the various cooperative agreements with AEAs and LEAs to determine their continued appropriateness; new agreements shall be developed, as appropriate.

Benchmark 1.3.3.1 Document the number of agreements reviewed and number of new agreements.

Objective 1.4.0.0 Provide opportunities for family-based education through the Student Life Program.

Strategy 1.4.1.0 Review, revise, and expand the student life curriculum to address daily living skills of the students.

Benchmark 1.4.1.1 ISD will compile a list of changes made in student curricula.

Strategy 1.4.2.0 The student life administration team will maintain staff to student ratios of 1:6 and also develop special needs staffing arrangements.

Benchmark 1.4.2.1 Faculty-to-student ratios will be 1:6, except for multiple handicapped students, where it will be lower (approximately 1:4).

Strategy 1.4.3.0 Provide life skills and student enrichment activities weekly to all students.

Benchmark 1.4.3.1 All students will receive at least five hours a week of enrichment activities.

Objective 1.5.0.0 All staff will develop and enhance communication skills commensurate with their job responsibility level.

Strategy 1.5.1.0 Every year all staff will have the opportunity to participate in a sign language class.

Benchmark 1.5.1.1 ISD will report the percentage of staff who participated in sign language classes.

Strategy 1.5.2.0 All faculty, professional and scientific, administrative staff and institutional officials will be evaluated on their sign language proficiency, per Board of Regents policy.

Strategy 1.5.3.0 A merit pay provision related to sign language proficiency will be utilized for faculty, professional and scientific, and administrative staff.

Benchmark 1.5.3.1 At least 50% of the staff in each area will have at least one level higher than the required proficiency.

Strategy 1.5.4.0 Merit personnel will gain sign language proficiency skills and use appropriate procedures.

Benchmark 1.5.4.1 Report number/percentage of merit personnel changes in skill level.

Objective 1.6.0.0 Attract, develop and retain faculty, administrators and staff high in quality and diverse in gender, race, ethnicity and nationality.

Strategy 1.6.1.0 Continue to emphasize efforts to recruit under-represented classes on the ISD campus.

Benchmark 1.6.1.1 Annually report the percentage of faculty and staff racial/ethnic composition.

Strategy 1.6.2.0 Advertise every professional or certified job vacancy at institutions offering post-secondary programs specifically designed for the deaf.

Strategy 1.6.3.0 Recruit additional male staff for faculty and residential counselor positions.

Objective 1.7.0.0 Encourage all educational and student life staff to participate in continuing education opportunities.

Strategy 1.7.1.0 Assuming appropriations are available, provide salary incentives and higher education (graduate studies) tuition reimbursement will be provided to faculty and administrative staff annually.

Benchmark 1.7.1.1 ISD will report amount and number of staff receiving tuition reimbursements.

Strategy 1.7.2.0 In conjunction with the Regent Resource Center and other area universities or colleges, provide at least five graduate courses each year that are appropriate for the school staff.

Strategy 1.7.3.0 Assuming appropriations are available, encourage merit personnel and professional and scientific staff to pursue continuing education.

Benchmark 1.7.3.1 ISD will report the number and percentage of merit personnel and professional and scientific staff who pursued continuing education.

KEY RESULT AREA 2.0.0.0

KRA 2.0.0.0 Strengthen and expand the creative and innovative programming at the Iowa School for the Deaf.

Objective 2.1.0.0 Identify unmet needs for deaf and hard of hearing students.

Strategy 2.1.1.0 In conjunction with other state and local school agencies serving the deaf, develop a prioritized list of unmet needs.

Strategy 2.1.2.0 Develop strategies to meet the needs of deaf children and youth.

Benchmark 2.1.2.1 List and/or description of strategies developed.

Strategy 2.1.3.0 Annually disseminate information on the Iowa Child Hearing Loss Center.

Benchmark 2.1.3.1 ISD reports the number of brochures distributed and agencies contacted.

Strategy 2.1.4.0 Ensure that students and staff have access to technology hardware and software which exists in all components of the school's programs.

Benchmark 2.1.4.1 At least seventy percent (70%) of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum.

Strategy 2.1.5.0 Implement activities in the areas of reading, literacy, early childhood education (including newborn screening), and initiate an adult to student mentoring program.

Benchmark 2.1.5.1 Reading: a.) Students will progress through the Northwest Evaluation

Association (NWEA) for skills in vocabulary and comprehension; b.) Students will gain developmental and remedial reading skills (if they score 50% or lower on task probes or below measurable range on standardized tests); c.) All high school students who scored in the 0 – 25th quartile on the TASK (Test for Academic Skills) will participate in reading classes.

Benchmark 2.1.5.2 By the end of FY07, students in grades 3 – 12 will progress through the Northwest Evaluation Association (NWEA), with 70% or more accuracy for skills in vocabulary and comprehension. Performance assessments, student portfolios, and standardized tests will measure achievement.

Benchmark 2.1.5.3 Beginning in the fall of FY02, all high school students who scored in the 0 – 25th quartile on the TASK assessment will take special reading classes. By the end of FY07, 70% of these students will improve to the 26 – 50% quartile.

Benchmark 2.1.5.4 Beginning the fall of FY02, and continuous thereafter, each student will develop a personal portfolio on a CD-ROM that demonstrates individual progress in reading and writing.

Strategy 2.1.6.0 Continue an annual review of academic, life skills and interpersonal skill progress for academically challenged students. Revise, delete, and add appropriate programs and services, as necessary.

- Benchmark 2.1.6.1 Provide list with descriptions of changes in programs and services.
- Strategy 2.1.7.0 Implement programs and services in the area of transition students.
- Benchmark 2.1.7.1 At least 15 students annually will be monitored, or assisted, in their transition from high school.
- Objective 2.2.0.0 Obtain requisite funding for libraries, instructional technology, and vocational education equipment required to prepare deaf and hard of hearing students for post secondary opportunities.
- Strategy 2.2.1.0 Fund literacy development programs.
- Benchmark 2.2.1.1 Report money spent on literacy development.
- Strategy 2.2.2.0 Continue the critical thinking skills program and the reading for information program. Measure progress and efficiency through the various evaluation assessments used by the school.
- Strategy 2.2.3.0 Expand authentic work experience opportunities both on campus and off campus.
- Benchmark 2.2.3.1 Career Development: a.) K – 2 students will explore a variety of jobs as they relate to community helpers; b.) 3rd – 5th grade students will explore a variety of jobs as they relate to the Guidance Curriculum; c.) 6th – 8th grade students will participate in one or more work programs (on or off campus); d.) The 9th – 12th grade students will participate in one or more employability programs to

develop work/workplace readiness skills.

Benchmark 2.2.3.2 By the end of FY07, all K – 2 students will have “community helpers” career exploration activities. They will have developed a career portfolio, and be able to identify 3+ facts about each “community helper.”

Benchmark 2.2.3.3 By the end of FY07, all students in grades 3 – 5 will update their career portfolio by adding five new career areas and they will be able to write more than three key facts about each career.

Benchmark 2.2.3.4 By the end of FY07, students in grades 6 – 8 will increase their score on an employee rating scale by at least 20% after three years.

Benchmark 2.2.3.5 By the end of FY07, students in grades 9 – 12 will demonstrate satisfactory employability skills in at least one job opportunity area. This assessment will be based on vocational education programming evaluations and/or vocational rehabilitation services evaluation(s).

Objective 2.3.0.0 Enhance student evaluation procedures and increase higher achievement or outcomes as a result of the School Improvement Plan.

Strategy 2.3.1.0 Develop portfolios for all students.

Benchmark 2.3.1.1 At least ninety percent (90%) of all the short-term Individualized Education

Plan (IEP) goals will be attained by each student.

Strategy 2.3.2.0 Student achievement scores by class will exceed the national deaf norms by one standard deviation.

Benchmark 2.3.2.1 On national norm achieving tests, such as the SAT, student in the ISD classes of grades 5 – 12 will attain achievement test scores above the national norms for deaf youngsters of the same grade level. (Excluding LIFE program students. Note: LIFE program students are those with multiple handicaps.)

Benchmark 2.3.2.2 Utilizing nationally normed achievement tests, such as the SAT, the students in the LIFE (multiple handicapped) program will attain at least twenty-five percent (25%) increase of a standardized year's academic progress.

Strategy 2.3.3.0 Document academic achievement outcomes for all students (except those mentally handicapped and those at the lower elementary level).

Benchmark 2.3.3.1 Using criteria-referenced outcomes, and based on national norm data, at least fifty percent (50%) of the classes will attain the national average for hearing-impaired students taking the SAT (for students in third grade and above).

Benchmark 2.3.3.2 At least eighty percent (80%) of the students in grades 5 – 12 will attain seventy-five percent (75%) of the criterion-referenced outcomes as specified in the ISD curriculum and

measured by the criterion-referenced testing.

Strategy 2.3.4.0 At least 85% of the individuals of each graduating class will transition to post-secondary educational programs or competitive work situations.

Benchmark 2.3.4.1 Each student will have a transitional plan developed in high school. For students qualifying for the Transition Alliance Program (TAP), a more intensive transitional program will be provided.

Benchmark 2.3.4.2 Eighty-five percent (85%) of the non-LIFE program graduates will be accepted into a post-secondary educational program or competitive work situation. (Note: LIFE program students are those with multiple handicaps.)

Strategy 2.3.5.0 By the end of FY02, and on going after that until FY06, all students will increase their participation in activities uniquely focused for the deaf community.

Benchmark 2.3.5.1 Student Family/Community Involvement: a.) Each ISD student will increase his/her awareness of the deaf community by participating in activities that are sponsored by the deaf; b.) ISD students will participate in volunteer activities within the local community.

Strategy 2.3.6.0 By the end of FY02, and on-going each year after that until FY06, all secondary level students will participate in at least five community volunteer activities, with each activity at least five hours.

KEY RESULT AREA 3.0.0.0

KRA 3.0.0.0 Provide a safe, healthy learning environment by maintaining facilities, equipment and operating budgets that are sufficiently funded.

Objective 3.1.0.0 Update the deferred maintenance list and delineate strategies and priorities that will reduce the backlog.

Strategy 3.1.1.0 Defined plans will be developed and implemented.

Benchmark 3.1.1.1 At least ten percent (10%) of the deferred maintenance projects will be completed each year.

Objective 3.2.0.0 Upon awareness, develop a plan to remove and abate facility health hazards.

Strategy 3.2.1.0 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements.

Benchmark 3.2.1.1 Prepare a list of changes in safety requirements.

KEY RESULT AREA 4.0.0.0

KRA 4.0.0.0 Promote flexibility, efficiency, cooperation and accountability at the Iowa School for the Deaf.

Objective 4.1.0.0 Continue an internal review cycle of selected operations, as noted in the Iowa School for the Deaf Business Office Procedural Manual.

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board's strategic plan.

Benchmark 4.1.1.1 Prepare a list of reallocations made.

Objective 4.2.0.0 Conduct annual reviews of the Iowa School for the Deaf Employee Handbook. Undertake a comprehensive review in FY05.

Strategy 4.2.1.0 Evaluate each unit's efforts at achieving greater efficiency and effectiveness in operations and procedures.

Benchmark 4.2.1.1 Provide description and analysis of unit efforts.

Objective 4.3.0.0 In May or June of each year, finalize the staffing patterns of the school for the next academic year.

Strategy 4.3.1.0 By the end of FY05, underrepresented minority groups will represent at least eight percent (8%) of the faculty and staff. This will include the employment of deaf individuals or other individuals identified as disabled.

Objective 4.4.0.0 Participate in all appropriate inter-institutional endeavors of the Board of Regents.

Benchmark 4.4.0.1 ISD reports inter-institutional projects in which it participated.

Objective 4.5.0.0 Participate, where appropriate, in statewide initiatives with other state agencies.

Benchmark 4.5.0.1 ISD provides brief summaries of each partnership and initiatives with other state agencies.

IOWA SCHOOL FOR THE DEAF Benchmarks

Number	FY96	FY97	FY98	FY99	FY00
1) % of graduates accepted for college or work (excluding LIFE program students)	78%	57%	80%	89%	91%
2) % of graduates exceeding national graduation rate	100%	100%	100%	100%	100%
3) ISD students in Grades 5-12 making achievement scores for deaf children (excluding LIFE program students)	All classes at least one standard deviation above the national norm. Target: exceed national norm.	All classes at least two standard deviations above the national norm. Target: exceed national norm.	All classes at least three standard deviations above the national norm. Target: exceed national norm.	All classes nearly two standard deviations above the national norm. Target: exceed national norm	Exceeded Target: exceed national norm; 90% of students exceeded the norm
4) LIFE students achieve 25% growth (academic) on normed achievement tests				Partially Attained Reading Vocabulary 40% Reading Comprehension 30% Math 50% Spelling 30% Language 30%	Partially attained Reading vocabulary 40% Reading comprehension 30% Math 50% Spelling 30% Language 30%
5) Classes reach 50% of national avg. of criterion-referenced outcomes	NC	NC	NC	Attained – criterion reference outcomes Partially attained – National norm data	In process
6) IEP goals Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	Attained
7) % of high school students with transitional plans Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%

8) Each pupil achieves 80% of ISD cur. Outcomes (criterion refer.)	NC	NC	NC	Developing	Developing
9) % of graduating class with computer proficiency	NC	NC	100% Target: 70% Target: 70%	100% Target: 70%	100%
10) % of Faculty with advanced degrees	<u>No.</u> 34 <u>Total</u> 54 <u>Pct.</u> 63%	<u>No.</u> 34 <u>Total</u> 54 <u>Pct.</u> 63%	<u>No.</u> 34 <u>Total</u> 59 <u>Pct.</u> 58%	<u>No.</u> 36 <u>Total</u> 62 <u>Pct.</u> 58%	<u>No.</u> 37 <u>Total</u> 61 <u>Pct.</u> 59%
BA+	18/20 Target: 65%	18/20 Target: 65%	19/25 Target: 65%	19/26 Target: 65%	20/25 Target: 65%
11) % of Faculty with national certification	<u>No.</u> 41 <u>Total</u> 54 <u>Pct.</u> 76% Target: 90%	<u>No.</u> 38 <u>Total</u> 56 <u>Pct.</u> 68% Target: 90%	<u>No.</u> 36 <u>Total</u> 59 <u>Pct.</u> 61% Target: 90%	<u>No.</u> 38 <u>Total</u> 62 <u>Pct.</u> 61% Target: 90%	<u>No.</u> 37 <u>Total</u> 61 <u>Pct.</u> 61% Target: 90%
12) % of student life (direct care) staff with post-secondary Degree	<u>No.</u> 13 <u>Total</u> 33 <u>Pct.</u> 39% Target: 50%	<u>No.</u> 12 <u>Total</u> 34 <u>Pct.</u> 35% Target: 50%	<u>No.</u> 10 <u>Total</u> 30 <u>Pct.</u> 33% Target: 50%	<u>No.</u> 16 <u>Total</u> 37 <u>Pct.</u> 43% Target: 50%	<u>No.</u> 19 <u>Total</u> 39 <u>Pct.</u> 49% Target: 50%
13) Sign Language Proficiency for Faculty and staff Target: 50% 2 levels or more above required level Target: 95% achieve minimal level within 2 ears of employment	2 levels above: 32% Target 50% Minimum level: 95% Target: 95%	2 levels above: 32% Target 50% Minimum level: 93% Target: 95%	2 levels above: 33% Target 50% Minimum level: 98% Target: 95%	2 levels above: 43% Target 50% Minimum level: 98% Target: 95%	2 levels above: 50% Target: 50% Minimum level: 93% Target: 95%
14) No., Total, Pct. Of Faculty (F), Staff (S), and Teacher Aides (T) participating in external staff development activities Target: 25% participation	<u>No.</u> (F) 13 <u>Total</u> 54 <u>Pct.</u> 24% (T) 0 9 0% Target: 25%	<u>No.</u> (F) 13 <u>Total</u> 56 <u>Pct.</u> 23% (T) 0 9 0% (S) 46 52 89% Target: 25%	<u>No.</u> (F) 16 <u>Total</u> 59 <u>Pct.</u> 27% (T) 2 10 20% (S) 42 50 84% Target: 25%	<u>No.</u> (F) 39 <u>Total</u> 78 <u>Pct.</u> 46% (T) 2 10 20% (S) 54 59 93% Target: 25%	<u>No.</u> (F) 50 <u>Total</u> 54 <u>Pct.</u> 92% (T) 5 9 55% (S) 59 59 100% Target: 25%
15) Faculty and Staff Presentations Target: 4 per year	4 Target: 4	3 Target: 4	4 Target: 4	12 Target: 4	16 Target: 4

16) Program Emphasis	Academic: Language Arts	Academic: Math and Science	Vocational: R & M	Technology/ Dormitories	Vocational Education/ Recreation Center																																													
17) Faculty to student ratios [Note: Elementary has 3 to 5 teacher aides each year; Secondary has 1 – 3 teacher aides yearly.]	Elementary 1:3.5 Secondary NC Off-campus NC	Elementary 1:4.2 Secondary 1:3.4 Off-campus NC	Elementary 1:3.5 Secondary 1:3.2 Off-campus NC	Elementary 1:3.8 Secondary 1:3.7 Off-campus 1:16	Elementary 1:4.3 Secondary 1:3.1 Off-campus 1:16.8																																													
18) Communications with families of students Target: 30 per year	30+ Target: 30	30+ Target: 30	30+ Target: 30	30+ Target: 30	30+ Target: 30																																													
19) (Underrepresented groups) in Composition of Faculty and Staff (includes disabled) Target: at least 8%	<table border="1"> <tr><td><u>No.</u></td><td><u>Total</u></td><td><u>Pct.</u></td></tr> <tr><td>(F) 0</td><td>10</td><td>00.0%</td></tr> <tr><td>(S) 8</td><td>18</td><td>44.4%</td></tr> </table>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	(F) 0	10	00.0%	(S) 8	18	44.4%	<table border="1"> <tr><td><u>No.</u></td><td><u>Total</u></td><td><u>Pct.</u></td></tr> <tr><td>(F) 0</td><td>10</td><td>00.0%</td></tr> <tr><td>(S) 8</td><td>18</td><td>44.4%</td></tr> </table>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	(F) 0	10	00.0%	(S) 8	18	44.4%	<table border="1"> <tr><td><u>No.</u></td><td><u>Total</u></td><td><u>Pct.</u></td></tr> <tr><td>(F) 0</td><td>10</td><td>00.0%</td></tr> <tr><td>(S) 7</td><td>17</td><td>41.2%</td></tr> </table>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	(F) 0	10	00.0%	(S) 7	17	41.2%	<table border="1"> <tr><td><u>No.</u></td><td><u>Total</u></td><td><u>Pct.</u></td></tr> <tr><td>(F) 0</td><td>10</td><td>00.0%</td></tr> <tr><td>(S) 10</td><td>25</td><td>40.0%</td></tr> </table> 25 of 163 total faculty and staff or 15% are from underrepresented groups	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	(F) 0	10	00.0%	(S) 10	25	40.0%	<table border="1"> <tr><td><u>No.</u></td><td><u>Total</u></td><td><u>Pct.</u></td></tr> <tr><td>(F) 0</td><td>17</td><td>27%</td></tr> <tr><td>(S) 8</td><td>28</td><td>25%</td></tr> </table>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	(F) 0	17	27%	(S) 8	28	25%
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(S) 8	28	25%																																																
20) Student enrollments on and off-campus Target: equal numbers on and off campus	On campus 124 Off-campus 90 Target: equal number	On campus 131 Off campus 94 Target: equal number	On campus 123 Off campus 66* (*40 off campus students were not counted; received as of 4/12/99) Target: equal number	On campus 153 Off campus 93 Target: equal number	On campus 115 Off campus 115 Target: equal number																																													
21) Deferred Maintenance Completed Target: 10%	NC Target 10%	7% Target 10%	15% Target: 10%	6% Target: 10%	20% Target: 10%																																													

NC – Not Collected

PERFORMANCE INDICATORS Iowa School for the Deaf

August 10, 1999

MGT No.	<u>Performance Indicator</u>	Related Action Step	Iowa School for the Deaf					Related Governance Report
1	% of undergraduate student credit hours taught by tenure/tenure track faculty	1.1.1.1	Not Applicable					FP SP
2	% of senior faculty teaching undergraduates	1.1.1.1	Not Applicable					FP SP
3	% of introductory courses taught by senior faculty	1.1.1.1	Not Applicable					FP SP
4	% of senior faculty teaching at least one undergraduate course per academic year	1.1.1.1	Not Applicable					FP SP
5	Average undergraduate class size	1.1.1.2	94-95	4.0				AI
			95-96	3.5				
			96-97	4.2				
			97-98	3.2				
			98-99	3.7				
			99-00	3.95				
6	% of faculty using instruction technology	1.1.1.4	FY96	FY97	FY98	FY99	FY00	SP
			NC	60%	75%	100%	100%	
7	No. and % of general assignment technology equipped classrooms	1.1.1.4		<u>No.</u>	<u>Pct.</u>			SP
			95-96	NC	NC			
			96-97	56	75%			
			97-98	56	80%			
			98-99	61	100%			
			99-00	61	100%			
			00-01	61	100%			

8	% of course sections in which computers are used as an integral part	1.1.1.4	95-96 96-97 97-98 98-99 99-00 00-01	NC 75% 80% 100% 100% 100%						SP	
9	% of faculty who use computers	1.1.1.4	FY96 NC	FY97 60%	FY98 90%	FY99 100%	FY00 100%	FY01 100%		SP	
10	% of students with technology accessibility as part of their IEP	1.1.1.4	FY96 NC	FY97 0/80	FY98 0/80	FY99 0/80	FY00 15/100			SP	
11	Special school student outcomes	1.1.1.7	IEPs, Achievement Testing, Criterion Reference Testing, Curriculum, Benchmarks								SP
12a	Number of faculty <u>resignations</u>	1.1.1.7		<u>No.</u>	<u>Total</u>	<u>Pct.</u>				FR	
			94-95	3	54	5.5%					
			95-96	1	55	1.8%					
			96-97	1	55	1.8%					
			97-98	2	56	3.6%					
			98-99	1	61	1.6%					
12b	Number of faculty <u>retirements</u>		99-00	1	64	1.5%					
			00-01	3	63	4.8%					
			94-95	0	54	0.0%					
			95-96	1	55	1.8%					
			96-97	2	55	3.6%					
12c	Number of faculty <u>new hires</u>		97-98	1	56	1.8%					
		98-99	4	61	6.5%						
		99-00	1	64	1.5%						
		00-01	1	63	1.6%						
		94-95	5	54	9.3%						
		95-96	0	55	0.0%						
		96-97	4	55	7.3%						
		97-98	6	56	10.7%						
		98-99	7	61	11.5%						
		99-00	5	64	7.8%						
		00-01	2	63	3.2%						
13	% of professional students passing licensures examinations	1.1.2.5	Not Applicable							No	
14	Average GRE composite score of entering graduate students	1.1.2.6	Not Applicable							No	

15	Relevant annual publication indices	1.1.4.1	Not Applicable	No
16	Relevant citation indices	1.1.4.1	Not Applicable	No
17	% of faculty having one scholarly work published during last three years	1.1.4.1	Not Applicable	No
18	Sponsored funding per year	1.1.4.2	Not Applicable	No
19	External funding proposals submitted per year	1.1.4.2	Not Applicable	No
20	% of faculty as principal or co-principal investigators	1.1.4.1 and 1.1.4.2	Not Applicable	No
21	Sponsored funding per faculty member	1.1.4.2	Not Applicable	No
22	# of intellectual property disclosures	1.1.4.1	Not Applicable	No
23	# of new technologies licensed	1.1.4.1	Not Applicable	No
24	# of new licenses generating revenues and total revenues	1.1.4.1	Not Applicable	No
25	# on non-degree enrollments	1.1.4.3	Not Applicable	No
26	# of sites served by Hancher programming	1.1.4.3	Not Applicable	No
27	# of annual visits to UI health sciences centers	1.1.4.3	Not Applicable	No
28	Enrollment in credit/non-credit courses offered through extended and continuing education	1.1.4.3	Not Applicable	No
29	# of extension clients served	1.1.4.3	Not Applicable	No
30	Availability of off-campus courses Student Enrollment	1.1.4.3	Not Applicable	No
31	State appropriations requested for operations	1.2.1.2	<u>Requested</u> w/o salaries FY96 2.7% FY97 2.0% FY98 1.7%	No
(b)	(for capital) [See #35, below]		FY99 2.9% FY00 3.6% FY01 4.0%	
32	Growth in undergraduate tuition and fees relative to HEPI and CPI	1.2.1.3	Not Applicable	

33	# of annual contributors and dollar value of contributions	1.2.1.4	<table border="0"> <tr> <td></td> <td>FY 96</td> <td>FY97</td> <td>FY98</td> <td>FY99</td> <td>FY00</td> </tr> <tr> <td>Service Org</td> <td>NC</td> <td>\$6250</td> <td>\$6250</td> <td>\$10,000</td> <td>\$5600</td> </tr> <tr> <td>Needy Children</td> <td>NC</td> <td>\$ 300</td> <td>\$ 680</td> <td>\$ 350</td> <td>\$ 250</td> </tr> <tr> <td>Foundation</td> <td>\$26,433</td> <td>\$22,637</td> <td>\$13,017</td> <td>\$65,174</td> <td>\$283,582</td> </tr> <tr> <td># of Donors</td> <td>(24)</td> <td>(215)</td> <td>(106)</td> <td>(327)</td> <td>(350)</td> </tr> </table> <p>(These are cash receipts only—no pledges; the Foundation is calendar year totals—FY99 is 1998; FY00 is 1999)</p>		FY 96	FY97	FY98	FY99	FY00	Service Org	NC	\$6250	\$6250	\$10,000	\$5600	Needy Children	NC	\$ 300	\$ 680	\$ 350	\$ 250	Foundation	\$26,433	\$22,637	\$13,017	\$65,174	\$283,582	# of Donors	(24)	(215)	(106)	(327)	(350)	SP						
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34	External grants and contracts	1.2.1.5	Not Applicable	No																																				
35	Amount of capital improvement funds requested and received in dollars	4.3.3.1 and 1.2.1.6	<table border="0"> <tr> <td></td> <td><u>Reg</u></td> <td><u>Approp.</u></td> </tr> <tr> <td>FY96</td> <td>\$502,000</td> <td>\$ 50,000</td> </tr> <tr> <td>FY97</td> <td>\$280,000</td> <td>0</td> </tr> <tr> <td>FY98</td> <td>0</td> <td>\$110,000</td> </tr> <tr> <td>FY99</td> <td>\$260,000</td> <td>\$260,000</td> </tr> <tr> <td>FY00</td> <td>\$3.8M</td> <td>\$3.8M</td> </tr> <tr> <td>FY01</td> <td>\$435,000</td> <td>\$250,000</td> </tr> </table>		<u>Reg</u>	<u>Approp.</u>	FY96	\$502,000	\$ 50,000	FY97	\$280,000	0	FY98	0	\$110,000	FY99	\$260,000	\$260,000	FY00	\$3.8M	\$3.8M	FY01	\$435,000	\$250,000	SP Budget															
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36	Deferred maintenance backlog and expenditures in millions of dollars	4.3.1.1 and 1.2.1.6	<table border="0"> <tr> <td></td> <td><u>Backlog</u></td> <td><u>Expended</u></td> </tr> <tr> <td>Fall 94</td> <td>\$1.6 (FY94)</td> <td>\$0.1</td> </tr> <tr> <td>Fall 95</td> <td>\$1.4 (FY95)</td> <td>\$0.1</td> </tr> <tr> <td>Fall 96</td> <td>\$1.4 (FY96)</td> <td>\$0.2</td> </tr> <tr> <td>Fall 97</td> <td>\$2.0 (FY97)</td> <td>\$0.1</td> </tr> <tr> <td>Fall 98</td> <td>\$2.5 (FY98)</td> <td>\$0.3</td> </tr> <tr> <td>Fall 99</td> <td>\$2.1 (FY99)</td> <td>\$0.2</td> </tr> <tr> <td>Fall 00</td> <td>\$2.2 (FY00)</td> <td>\$0.8</td> </tr> </table>		<u>Backlog</u>	<u>Expended</u>	Fall 94	\$1.6 (FY94)	\$0.1	Fall 95	\$1.4 (FY95)	\$0.1	Fall 96	\$1.4 (FY96)	\$0.2	Fall 97	\$2.0 (FY97)	\$0.1	Fall 98	\$2.5 (FY98)	\$0.3	Fall 99	\$2.1 (FY99)	\$0.2	Fall 00	\$2.2 (FY00)	\$0.8	DM												
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38	Fall enrollment by level and residency (ISD – Elementary, Middle, High School, Total on campus and Off-campus)	2.1.1.1	<table border="0"> <tr> <td></td> <td><u>El.</u></td> <td><u>Md.</u></td> <td><u>HS</u></td> <td><u>Ttl.</u></td> <td><u>OC</u></td> </tr> <tr> <td>FY96</td> <td>47</td> <td>25</td> <td>52</td> <td>124</td> <td>90</td> </tr> <tr> <td>FY97</td> <td>46</td> <td>31</td> <td>54</td> <td>131</td> <td>94</td> </tr> <tr> <td>FY98</td> <td>44</td> <td>26</td> <td>53</td> <td>123</td> <td>66</td> </tr> <tr> <td>FY99</td> <td>38</td> <td>40</td> <td>75</td> <td>153</td> <td>95</td> </tr> <tr> <td>FY00</td> <td>46</td> <td>37</td> <td>72</td> <td>155</td> <td>112</td> </tr> </table>		<u>El.</u>	<u>Md.</u>	<u>HS</u>	<u>Ttl.</u>	<u>OC</u>	FY96	47	25	52	124	90	FY97	46	31	54	131	94	FY98	44	26	53	123	66	FY99	38	40	75	153	95	FY00	46	37	72	155	112	FE
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39	# and dollar value of resident undergraduates receiving financial aid (need and non-need based)	2.1.1.1	Not Applicable	FA																																				

40	Off-campus student enrollment in degree programs offered through distance learning	2.2.1.3	Not Applicable	No																																																																																																									
41	Racial/ethnic composition of student, faculty, and staff populations in percentages (ISD – first number, racial/ethnic minorities; second number is percentage including racial/ethnic, blind, deaf, or all protected classes)	3.1.2.3	<table border="1"> <thead> <tr> <th></th> <th>No.</th> <th>Racial & Ethnic Minorities</th> <th>No.</th> <th>All Protected Classes</th> </tr> </thead> <tbody> <tr> <td colspan="5"><u>FY96</u></td> </tr> <tr> <td>Students</td> <td>15</td> <td>7%</td> <td>214</td> <td>100.0%</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>6</td> <td>10.0%</td> </tr> <tr> <td>Staff</td> <td>9</td> <td>8%</td> <td>20</td> <td>18.0%</td> </tr> <tr> <td colspan="5"><u>FY97</u></td> </tr> <tr> <td>Students</td> <td>20</td> <td>9%</td> <td>225</td> <td>100.0%</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>6</td> <td>10.0%</td> </tr> <tr> <td>Staff</td> <td>8</td> <td>7%</td> <td>18</td> <td>19.0%</td> </tr> <tr> <td colspan="5"><u>FY98</u></td> </tr> <tr> <td>Students</td> <td>17</td> <td>8%</td> <td>189</td> <td>100.0%</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>6</td> <td>10.0%</td> </tr> <tr> <td>Staff</td> <td>8</td> <td>7%</td> <td>21</td> <td>19.0%</td> </tr> <tr> <td colspan="5"><u>FY99</u></td> </tr> <tr> <td>Students</td> <td>19</td> <td>8%</td> <td>248</td> <td>100.0%</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>10</td> <td>15.0%</td> </tr> <tr> <td>Staff</td> <td>11</td> <td>0%</td> <td>28</td> <td>25.0%</td> </tr> <tr> <td colspan="5"><u>FY00</u></td> </tr> <tr> <td>Students</td> <td>17</td> <td>9%</td> <td>267</td> <td>100.0%</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>12</td> <td>21.0%</td> </tr> <tr> <td>Staff</td> <td>11</td> <td>10%</td> <td>36</td> <td>32.0%</td> </tr> </tbody> </table>		No.	Racial & Ethnic Minorities	No.	All Protected Classes	<u>FY96</u>					Students	15	7%	214	100.0%	Faculty	0	0%	6	10.0%	Staff	9	8%	20	18.0%	<u>FY97</u>					Students	20	9%	225	100.0%	Faculty	0	0%	6	10.0%	Staff	8	7%	18	19.0%	<u>FY98</u>					Students	17	8%	189	100.0%	Faculty	0	0%	6	10.0%	Staff	8	7%	21	19.0%	<u>FY99</u>					Students	19	8%	248	100.0%	Faculty	0	0%	10	15.0%	Staff	11	0%	28	25.0%	<u>FY00</u>					Students	17	9%	267	100.0%	Faculty	0	0%	12	21.0%	Staff	11	10%	36	32.0%	DI
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42	Student retention and graduation rates by ethnic/racial category	3.1.2.3	Graduation rate is 100%. Some students are referred back to their local education agency for further programming. There are no dropouts at ISD.	DI																																																																																																									
43	Cost per student	4.2.1.2	There are varying ways to look at cost per pupil. Nebraska tuition, on-campus programs, mainstream programs, comprehensive programs.	SP																																																																																																									

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