

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Date:** June 1, 2001  
**Subject:** Approval of the Iowa School for the Deaf Strategic Plan,  
2001-2006

**Recommended Actions:**

1. Approve the Iowa School for the Deaf Strategic Plan for 2001-2006.
2. Request that ISD update its Strategic Plan and present it for the Board's review at the November 2001 meeting of the Board of Regents.

**Executive Summary:**

At the May 2001 Board meeting, Superintendent William Johnson and staff of the Iowa School for the Deaf (ISD) provided an overview of the proposed Strategic Plan for ISD. Based on the discussion that followed, additional minor changes will be made to the draft plan that is included as an Attachment. Due to scheduling problems, it was not possible to have this work completed in time for the docket. A final revised version of the plan with the minor changes will be presented to the Board at the June meeting.

ISD's statements on mission, beliefs, and vision in its new Strategic Plan are slightly modified from the previous plan. The values statement has been expanded and a new culture statement developed. The four Key Result Areas (KRAs) have been revised to state more clearly the results intended. The objectives related to each KRA also have been modified to provide more specific dates and performance targets.

The most significant differences between the previous plan and the new plan are found in the primary and secondary benchmarks. The differences are reflected in the additional number and specificity of benchmarks as well as prioritization. In the next five years, ISD will emphasize the areas of student performance in math, reading, science, career development (and transition), and student family/community involvement.

As noted in last month's memorandum, the ISD Advisory Committee has reviewed the new Strategic Plan and made recommendations for a reorganization of the benchmarks by KRAs.

### **Background and Analysis:**

Board policy requires each Regent institution to have a five-year strategic plan. The Board reviews progress on each plan annually. At the November 2000 Board meeting, the Iowa School for the Deaf requested the review of the institution's new Strategic Plan be delayed, due to the institution's preparations for dual accreditation reviews in Spring 2001. The Board concurred.

In March 2001, teams from the North Central Association and the Conference of Educational Administration Serving the Deaf visited the ISD campus. Currently, ISD is awaiting the decision on reaccreditation from both organizations. These accreditation reports will be presented to the Board when all the appropriate documentation is complete and the Board Office reviews the materials.

In the development of its self-study document for the accreditation visit, the faculty and staff of ISD reviewed the curriculum, student services, facilities, faculty and staff qualifications and training, and student assessment instruments. The revisions in its strategic plan are based on the recommendations of faculty and support staff, a national consultant who had conducted the surveys for the institution, and the ISD Advisory Committee.

Under Key Result Area 1.0, Administrative and Teaching Personnel, ISD proposes changes relating to increased staff development, greater focus on daily living skills of students, and additional staff compensation. In Key Result Area 2.0, Programming [Curriculum], ISD proposes to develop prioritized lists of unmet needs, direct more attention in the curriculum to reading, literacy, newborn screening, and enhance student/adult mentoring programs. Teachers and staff will develop portfolios for all students and increase efforts in student evaluation. In Key Result Area 3.0, Maintenance, ISD will enhance its efforts to better identify and deal with maintenance/replacement plans. In Key Result Area 4.0, Accountability, ISD calls for an annual review of the Employee Handbook.

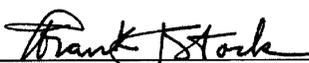
Over 20 new primary and secondary benchmarks are described in the new Strategic Plan. The primary benchmarks are listed under four subject areas – math, reading, science, and career development. The ISD staff offers some additional benchmarks in a fifth area, student family/community involvement. The institution asserts that the establishment of new assessment measures will occur at different times, with determination of success coming over a period of years, from next year to FY 2007. A list of secondary benchmarks follows the descriptions of the primary benchmarks.

The ISD Strategic Plan is supplemented with data relating to the benchmarks from its current strategic plan.

In the future, the ISD planning efforts will need to be scheduled consistent with the Board's planning timetable, including a review by the ISD Advisory Committee. The first progress report on the new Strategic Plan will be at the November 2001 Board meeting.

The Board Office recommends the approval of the revised ISD Strategic Plan.

  
Charles R. Kniker

Approved:   
Frank J. Stork

H/aa/docket/2001/juneisda5

# **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 services.

## **BELIEFS**

1. Learning is a process that occurs in all of life's activities. aspects of life.
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; and will utilize multiple criteria to demonstrate its 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 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-handicapped peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students are trained in reading, writing, the use of sign language, oral speech, residual hearing, and speech-reading.
- 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 ~~Quality teaching, pupil personnel and administrative services are a key priority at the Iowa School for the Deaf. Provide a quality education program through competent teaching, well-trained staff, and extensive administrative services . [Action Step 1.1.1.0]~~

### OBJECTIVE

Objective 1.1.0.0<sup>a</sup> ~~Recognize Meritorious teaching. will be recognized each year. [Action Step 1.1.3.2; Secondary benchmarks~~<sup>b</sup> ~~15 and 16]~~

Strategy 1.1.1.0 ~~The school will f~~ Fund a teacher merit salary program.

Strategy 1.1.2.0 ~~The school will u~~ Utilize the Performance Based Teacher Evaluation Program to recognize meritorious teaching.

Strategy 1.1.3.0 ~~The school will i~~ Implement programs to reward teaching excellence ~~exclusive of (in addition to?)~~ the merit salary program (e.g., employee of the quarter, staff development opportunities.)

Objective 1.2.0.0 ~~Provide Staff~~ staff development opportunities will be provided to all staff, ~~on an annual basis.~~ [Action Step 1.1.3.2; Secondary benchmarks 17, 18, and 20]

Strategy 1.2.1.0 ~~Every two years the school will a~~ Assess staff development needs every two years.

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

b. Unless indicated otherwise, benchmarks will be assessed annually. Also, the primary or priority benchmarks are related to the Board of Regents strategic plan, Action Step 1.1.1.7 and Performance Indicators 10 and 11, call for reporting of student outcomes.

- Strategy 1.2.2.0 ~~Each year the school will p~~ Provide each staff person with at least 40 hours of staff development activities.
- Strategy 1.2.3.0 ~~Each year the school will e~~ Enable at least 20% [*Question: or 25%?*] of the staff to participate in external staff development activities. [Secondary benchmark 19]
- Strategy 1.2.4.0 The school will ~~have as a target that at least~~ 0.5% of the basic state appropriation to will be used for staff development activities.
- Objective 1.3.0.0 ~~Quality teaching will be f~~ Fostered quality teaching by providing or reallocating resources that enable the instructional outcomes, stated in the IEPs, to occur. [Action Steps 1.1.1.4 and 1.1.1.7]
- Strategy 1.3.1.0 ~~Each year t~~ The administrative team will develop a prioritized list of recommended quality programs that will focus on the educational and development needs of the students. [Action Step 1.1.0.0]
- Strategy 1.3.2.0 ~~Each year t~~ 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. [Action Step 4.2.1.1]
- Strategy 1.3.3.0 ~~Each year t~~ The superintendent will review the various cooperative agreements with AEAs and LEAs to determine their continued appropriateness; new agreements shall be developed, as appropriate. [Action Step 4.4.2.4]

Objective 1.4.0.0 ~~Provide The Student Life Program will have opportunities for family-based education through the Student Life Program.~~ *[Question: What is "family-based" education?]* [Action Step 1.1.4.3]

Strategy 1.4.1.0 ~~Review, revise, and expand The the student life curriculum will be reviewed, revised, and expanded~~ to address daily living skills of the students.

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

Strategy 1.4.3.0 ~~Provide life~~ Life skills and student enrichment activities ~~will be provided~~ weekly to all students. *[Question: Is there an overlap of 1.4.1 and 1.4.3?]*

Objective 1.5.0.0 All staff will develop and enhance communication skills commensurate with their job responsibility levels. [Action Step 1.1.2.4]

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

Strategy 1.5.2.0 At least once every five years, all faculty, professional and scientific, administrative staff and institutional officials will be evaluated on their sign language proficiency.

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.

Strategy 1.5.4.0 Merit personnel will gain sign language proficiency skills and use appropriate procedures. ~~have been established for merit personnel. They will be implemented.~~

Objective 1.6.0.0 Attract, develop and retain faculty, administrators and staff high in quality and diverse in gender, race, ethnicity and nationality. [Action Steps 3.1.1.1 and 3.1.2.3]

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

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

Strategy 1.6.3.0 ~~An emphasis will be made to r~~ Recruit additional male staff for faculty and residential counselor positions.

Objective 1.7.0.0 Encourage all ~~All~~ educational and student life staff ~~will be encouraged to~~ participate in continuing education opportunities. [Action Step 1.1.2.4]

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

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.  
*[Question: Has this been happening?]*  
[Action Step 4.4.2.4]

### **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. [Action Step 1.1.0.0]

### **OBJECTIVE**

Objective 2.1.0.0<sup>a</sup> Identify unmet needs for of deaf and hard of hearing students. [Action Step 2.1.1.0]

Strategy 2.1.1.0 In conjunction with other state and local school agencies serving the deaf, develop a prioritized listing of unmet needs. [Action Step 2.2.2.0]

Strategy 2.1.2.0 Develop strategies to meet the unmet needs of deaf children and youth. [Action Steps 2.2.2.1 and 1.1.4.3]

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

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. [Action Step 2.2.2.1]

Strategy 2.1.5.0 Provide training, as necessary and as appropriate, for staff to identify needs of deaf and hard of hearing students.

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

Strategy 2.1.52.1.6.0 ~~Implement/initiate~~ Implement activity ies in the areas of reading, literacy, early childhood education (including newborn screening), and initiate an adult to/student mentoring program. [Action Step 1.1.4.3]

Strategy 2.1.62.1.7.0 ~~\_\_\_\_\_~~ Continue an annual review of academic, life skills and interpersonal skill progress for academically challenged students. ~~Revising, deleting, adding~~ Revise, delete, and add appropriate programs and services, as necessary. [Action Step 4.1.2.0]

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. [Action Step 1.2.2.1]

Strategy 2.2.1.0 Fund literacy development programs. [Action Step 4.1.1.6]

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. ~~the school uses.~~

Strategy 2.2.3.0 Expand ~~the various~~ authentic work experience opportunities both on ~~campus~~ and off campus.

Objective 2.3.0.0 Enhance ~~Student student~~ evaluation procedures ~~will be enhanced and~~ increase higher achievement/outcomes ~~will be expected~~ as a result of the School Improvement Plan. [Action Step 1.1.1.7, Benchmark 4]

Strategy 2.3.1.0 Develop ~~p~~Portfolios ~~will be developed for all students.~~ *[How are portfolios different from IEPs?]*

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

Strategy 2.3.3.0 Document academic achievement outcomes for all students (except those mentally handicapped and those at the lower elementary level). ~~Outcomes will be documented for all students not involved with achievement testing (mentally handicapped and lower elementary).~~ [Benchmarks 1,2, 3, 5, 8, 9]

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 7]

### KEY RESULT AREA 3.0.0.0

KRA 3.0.0.0 Provide a safe, healthy, learning environment by maintaining ~~The maintenance for~~ facilities, equipment and operating budgets ~~that are will be~~ sufficiently funded, ~~to allow the Iowa School for the Deaf to provide a safe, healthy, learning environment.~~

### OBJECTIVE

Objective 3.1.0.0<sup>a</sup> ~~The deferred maintenance list will be updated annually~~ annually through strategies and priorities that will be developed to reduce the backlog. [Action Steps 4.3.1.1, 4.3.2.3, and 4.3.2.1]

Strategy 3.1.1.0 At least ten percent (10%) of the deferred maintenance projects will be completed each year. [Secondary benchmark<sup>b</sup> 14; also Performance Indicator 36]

Objective 3.2.0.0 ~~Upon awareness, develop a plan to remove and abate facility health hazards. will be addressed and a plan formulated to remove/abate the hazard.~~

Strategy 3.2.1.0 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements. [Action Step 4.3.1.3]

Objective 3.3.0.0 ~~Update the various maintenance and replacement plans annually, including developing appropriate strategies and provide a strategy to address the needs.~~

Strategy 3.3.1.0 Review and recommend needed changes to the standards for avoiding functional obsolescence of facilities. [Action Step 4.3.1.2]

*[Question: Should 3.1.0 and 3.3.0 be combined? Could both come under a Master maintenance/replacement plan?]*

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b. Unless indicated otherwise, benchmarks will be assessed annually. Also, the primary or priority benchmarks are related to the Board of Regents strategic plan, Action Step 1.1.1.7 and Performance Indicators 10 and 11, call for reporting of student outcomes.

**KEY RESULT AREA 4.0.0.0**

KRA 4.0.0.0 Promote flexibility, efficiency, cooperation and accountability are important activities at the Iowa School for the Deaf. [Strategy 4.3.1.0 Adopt standards for preserving usefulness of facilities.]

**OBJECTIVE**

Objective 4.1.0.0<sup>a</sup> Continue An internal review cycle of selected operations, as noted in the Iowa School for the Deaf Business Office Procedural Manual, will be continued.

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

Objective 4.2.0.0 Conduct annual reviews of the The Iowa School for the Deaf Employee Handbook, will be reviewed annually for revisions. Undertake a comprehensive review will be undertaken in FY2005.

Strategy 4.2.1.0 Evaluate each unit's efforts at achieving greater efficiency and effectiveness in operations and procedures. [Action Step 4.2.1.2]

Objective 4.3.0.0 In During the time block of May-June of each year, finalize the staffing patterns of the school for the next academic year. will be finalized in preparation for the ensuing academic year.

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

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. [Secondary benchmark<sup>b</sup> 21]

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

Strategy 4.4.1.0 By the end of FY02, and ongoing after that until FY06, all students will increase their participation in activities uniquely focused for the deaf community. [Primary benchmark<sup>b</sup> 5a.]

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

Strategy 4.5.1.0 By the end of FY02, and ongoing 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. [Primary benchmark<sup>b</sup> 5b.]

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b. Unless indicated otherwise, benchmarks will be assessed annually. Also, the primary or priority benchmarks are related to the Board of Regents strategic plan, Action Step 1.1.1.7 and Performance Indicators 10 and 11, call for reporting of student outcomes.

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## BENCHMARKS

### IOWA SCHOOL FOR THE DEAF

#### PRIORITY (PRIMARY) BENCHMARKS 1.0.0.0<sup>a</sup>

BenchmarkStrategy 1.1.0.0 Math: a.) 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 to a variety of situations across the curriculum.

Action Step 1.1.1.0 By the end of year FY03, students in grades 3 – 8 will score 70%- or higher, on a math facts test.  
*[Question: national, state, or locally constructed test?]*

Action Step 1.1.2.0 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 on student performance) scale score in the application of math skills in daily situations by 5 – 8 points. (Criterion – referenced test of NWEA *[spell out NWEA]* will be used.)

Action Step 1.1.3.0 By the end of FY07, students in grades 5 – 12 will demonstrate 70+% accuracy in applying mathematical problem solving strategies, as measured on curriculum continuum tests and evaluative performance tasks.

BenchmarkStrategy 1.2.0.0 Reading: a.) Students will progress through *{curriculum continuum}* *unclear?* 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 – 25<sup>th</sup> quartile on the TASK *[spell out TASK]* will participate in reading classes.

Action Step 1.2.1.0 By the end of FY07, students in grades 3 – 12 will progress through the *{curriculum continuum}*, with 70+% accuracy for skills in vocabulary and comprehension. Achievement will be measured by

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a.

performance assessments, student portfolios, and standardized tests. [Student portfolios and standardized test are performance assessments. If there is another type, provide an example.]

Action Step 1.2.2.0 Beginning in the fall of FY02, all high school students who scored in the 0 – 25% 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.

Action Step 1.2.3.0 Beginning the fall of FY02, and continuous thereafter, each student will develop a personal portfolio on a CD ROM that to demonstrates individual progress growth in reading and writing.

BenchmarkStrategy 1.3.0.0 Science: a.) Students will demonstrate the usage of scientific methods (e.g., data analysis, reasoning, problem solving, etc.); b.) Students will transfer scientific knowledge and skills to in 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, technology, etc.).

Action Step 1.3.1.0 By the end of FY07, 70+% of the students in the 3<sup>rd</sup> through 12<sup>th</sup> 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.

Action Step 1.3.2.0 By the end of FY07, 70+% of the students will demonstrate competency on the transfer of scientific knowledge skills to real life situations. Results will be measured through the curriculum assessment performance tasks.

Action Step 1.3.3.0 By the end of FY07, the ISD will increase the number of 3<sup>rd</sup> through 8<sup>th</sup> grade students in the 35<sup>th</sup> – 75<sup>th</sup> quartile of the science sub-test of the SAT (Stanford Achievement Test) and the NWEA (Northwest Evaluation Association) criterion based test. These tests will measure ability to apply problem solving strategies to a variety of situations across the curriculum.

BenchmarkStrategy 1.4.0.0 Career Development: a.) K-2 students will explore a variety of jobs as they relate to community helpers; b.) 3<sup>rd</sup> – 5<sup>th</sup> grade students will explore a variety of jobs as they relate to the Guidance Curriculum; c.) 6<sup>th</sup> – 8<sup>th</sup> grade students will participate in one or more work programs (on or off campus); d.) The 9<sup>th</sup> – 12<sup>th</sup> grade students will participate in one or more employability programs to develop work /workplace readiness skills.

Action Step 1.4.1.0 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.”

Action Step 1.4.2.0 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.

Action Step 1.4.3.0 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.

Action Step 1.4.4.0 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).

BenchmarkStrategy 1.5.0.0 Student Family/Community Involvement: a.) Each ISD student will increase ~~his /her~~ their awareness of the deaf community by participating in ~~more~~ activities that are sponsored by the deaf; b.) ISD students will participate in volunteer activities within the local community. [Question: how would ISD measure “more”?] [Action Step 1.1.4.3]

Action Step 1.5.1.0 By the end of FY02, and ongoing after that until FY06, all students will increase their participation in activities uniquely focused for the deaf community.

Action Step 1.5.2.0 By the end of FY02, and ongoing 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.

## **SECONDARY BENCHMARKS 2.0.0.0<sup>c</sup>**

**[Suggestion for reformatting this section: reorganize the list chronologically, i.e., from lowest grade level to highest grade level, then outcomes at the time of graduation. Use of subheadings may help. Following student outcomes would be general programmatic benchmarks, then faculty and staff.]**

### Benchmark Strategy 2.1.0.0 Elementary

Action Step 2.1.1.0 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.)

Action Step 2.1.2.0 On national norm achieving tests, such as the SAT, students 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.)

Action Step 2.1.3.0 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.

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<sup>c</sup> cb.: **[Note: Unless indicated otherwise, all assessments of outcomes will be conducted annually. Also, most of the benchmarks that follow relate to the Board of Regents' strategic plan, such as and specifically Action Step 1.1.1.7 and Performance Indicators 10 and 11, reporting of student outcomes.]**

**Benchmark Strategy 2.2.0.0 Secondary and LIFE Program**

- Action Step 2.2.1.0 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%) growth of a standardized year's growth.
- Action Step 2.2.2.0 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.

**Strategy 2.3.0.0 Graduates**

- Action Step 2.3.1.0 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.]
- Action Step 2.3.2.0 The graduation rate for the Iowa School for the Deaf students will be above the national graduate rate for deaf students.
- Action Step 2.3.3.0 At least seventy percent (70%) of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum. [Action Step 1.1.1.4, Performance Indicator 10]

**Benchmark Strategy 2.4.0.0 Programmatic Benchmarks (Including Outcomes for All Students)**

- Action Step 2.4.1.0 At least ninety percent (90%) of all the short-term Individualized Education Plan (IEP) goals will be attained by each student. [Performance Indicator 10]
- Action Step 2.4.2.0 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. [Action Step 1.2.1.7]
- Action Step 2.4.3.0 Faculty-to-student ratios will be 1:6, except for multiple handicapped students, where it will be lower (approximately 1:4). [Performance Indicator 5]

Action Step 2.4.4.0 By the end of year FY04, there will be at least thirty-five (35) communications with the family of each student. At least 20% will be "face-to-face" or telephone calls. No more than 20% will be all school/all department communications. The remainder will be student/family specific communications that may involve regular mail or e-mail correspondence. [Action Step 2.1.0.0]

Action Step 2.4.5.0 By the end of year FY04, the school will serve as many students in off-campus programs as it does in on-campus programs. [Action Step 2.1.1.0]

Action Step 2.4.6.0 At least ten percent (10%) of the deferred maintenance projects will be completed each year. [Action Step 4.3.1.1; Performance Indicator 36]

Benchmark Strategy 2.5.0.0 **Faculty and Staff**

Action Step 2.5.1.0 By the end of year FY05, at least sixty-five percent (65%) of the faculty will have advanced (post baccalaureate) degrees.

Action Step 2.5.2.0 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).

Action Step 2.5.3.0 By the end of year FY05, at least fifty percent (50%) of the student life staff (direct care) will have post secondary degrees.

Action Step 2.5.4.0 By the end of year FY03, at least fifty percent (50%) of both the educational and student life staff will be two levels or more above the required sign language proficiency level. At least ninety-five percent (95%) of the educational and student life staff will achieve minimum sign language proficiency within the first two years of employment.

Action Step 2.5.5.0 At least twenty-five percent (25%) of the faculty and staff will participate in external staff development activities.

Action Step 2.5.6.0 At least four (4) presentations will be made by faculty or staff at state/regional/national conferences.

Action Step 2.5.7.0 By the end of year 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. [Performance Indicator 41]

**The following are the secondary benchmarks (their original order)**

1. ~~Each year, 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.]~~
2. ~~Each year, the graduation rate for the Iowa School for the Deaf students will be above the national graduate rate for deaf students.~~
3. ~~Each year, on national norm achieving tests, such as the SAT, students 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.)~~
4. ~~Each year, 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%) growth of a standardized year's growth.~~
5. ~~Each year, 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.)~~
6. ~~Each year, at least ninety percent (90%) of all the short-term Individualized Education Plan (IEP) goals will be attained by each student.~~
7. ~~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.~~
8. ~~Each year, 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.~~
9. ~~Each year, at least seventy percent (70%) of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum.~~
10. ~~By the end of year FY05, at least sixty-five percent (65%) of the faculty will have advanced (post-baccalaureate) degrees.~~

11. ~~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).~~
12. ~~By the end of year FY05, at least fifty percent (50%) of the student life staff (direct care) will have post secondary degrees.~~
13. ~~By the end of year FY03, at least fifty percent (50%) of both the educational and student life staff will be two levels or more above the required sign language proficiency level. At least ninety five percent (95%) of the educational and student life staff will achieve minimum sign language proficiency within the first two years of employment.~~
14. ~~Each year at least twenty five percent (25%) of the faculty and staff will participate in external staff development activities.~~
15. ~~Each year at least four (4) presentations will be made by faculty or staff at state/regional/national conferences.~~
16. ~~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.~~
17. ~~Faculty to student ratios will be 1:6, except for multiple handicapped students, where it will be lower (approximately 1:4).~~
18. ~~By the end of year FY04, there will be at least thirty five (35) communications with the family of each student. At least 20% will be "face to face" or telephone calls. No more than 20% will be all school/all department communications. The remainder will be student/family specific communications that may involve regular mail or e-mail correspondence.~~
19. ~~By the end of year 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.~~
20. ~~By the end of year FY04, the school will serve as many students in off-campus programs as it does in on-campus programs.~~
21. ~~At least ten percent (10%) of the deferred maintenance projects will be completed each year.~~

*Editor's note: The next section includes only those pages on which corrections were made.*

IOWA SCHOOL FOR THE DEAF  
Benchmarks

NC – Not Collected

	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 At what level? 100%
7) % of high school students with transitional plans Target: 100%	Target: 100%	Target: 100%	Target: 100%	Target: 100%	Target: 100%

	FY96	FY97	FY98	FY99	FY00
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% Target: 70%
10) % of Faculty with advanced degrees	No. 34 Total 54 Pct. 63%	No. 34 Total 54 Pct. 63%	No. 34 Total 59 Pct. 58%	No. 36 Total 62 Pct. 58%	No. 37 Total 61 Pct. 59%
BA+	18/20 90% Target: 65%	18/20 90% Target: 65%	19/25 76% Target: 65%	19/26 73% Target: 65%	20/25 80% Target: 65%
11) % of Faculty with national certification	No. 41 Total 54 Pct. 76%	No. 38 Total 56 Pct. 68%	No. 36 Total 59 Pct. 61%	No. 38 Total 62 Pct. 61%	No. 37 Total 61 Pct. 61%
12) % of student life (direct care) staff with post-secondary Degree	No. 13 Total 33 Pct. 39% Target: 50%	No. 12 Total 34 Pct. 35% Target: 50%	No. 10 Total 30 Pct. 33% Target: 50%	No. 16 Total 37 Pct. 43% Target: 50%	No. 19 Total 39 Pct. 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 years 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	No. 13 Total 54 Pct. 24% (F) 0 9 0% (T) 0 9 0% (S) 46 52 89%	No. 13 Total 56 Pct. 23% (F) 0 9 0% (T) 0 9 0% (S) 46 52 89%	No. 16 Total 59 Pct. 27% (F) 2 10 20% (T) 2 10 20% (S) 42 50 84%	No. 39 Total 78 Pct. 46% (F) 2 10 20% (T) 2 10 20% (S) 54 59 93%	No. 50 Total 54 Pct. 92% (F) 5 9 55% (T) 5 9 55% (S) 59 59 100%
15) Faculty and Staff Presentations Target: 4 per year	4 Target: 4	3 Target: 4	4 Target: 4	12 Target: 4	16 Target: 4 Raise target?

Number	FY96	FY97	FY98	FY99	FY00
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 [No more than 20% will be all school or department communications.]	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%	No. Total Pct. (F) 0 10 00.0% (S) 8 18 44.4%	No. Total Pct. (F) 0 10 00.0% (S) 8 18 44.4%	No. Total Pct. (F) 0 10 00.0% (S) 7 17 41.2%	No. Total Pct. (F) 0 10 00.0% (S) 10 25 40.0%	No. Total Pct. (F) 0 17 270%   (S) 8 28 25%
20) Student enrollments on and off-campus [Fall or Entire year?] 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%

**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 95-96 3.5 96-97 4.2 97-98 3.2 98-99 3.7	AI
6	% of faculty using instruction technology	1.1.1.4	FY96 FY97 FY98 FY99 FY00 NC 60% 75% 100% 100%	SP
7	No. and % of general assignment technology equipped classrooms	1.1.1.4	No. Pct. 95-96 NC NC 96-97 56 75% 97-98 56 80% 98-99 61 100% 99-00 61 100%	SP
8	% of course sections in which computers are used as an integral part	1.1.1.4	95-96 NC 96-97 75% 97-98 80% 98-99 100% 99-0 100%	SP
9	% of faculty who use computers	1.1.1.4	FY96 FY97 FY98 FY99 FY00 NC 60% 90% 100% 100%	SP
10	% of students with technology accessibility as part of their IEP	1.1.1.4	FY96 FY97 FY98 FY99 FY00 NC 0/80 0/80 0/80 0/80	SP

MGT No.	<u>Performance Indicator</u>	Related Action Step	Iowa School for the Deaf	Related Governance Report																								
11	Special school student outcomes	1.1.1.7	IEPs, Achievement Testing, Criterion Reference Testing, Curriculum, Benchmarks	SP																								
12a	<u>Number of faculty resignations</u>	1.1.1.7	<table border="1"> <thead> <tr> <th></th> <th>No.</th> <th>Total</th> <th>Pct.</th> </tr> </thead> <tbody> <tr> <td>94-95</td> <td>3</td> <td>54</td> <td>5.5%</td> </tr> <tr> <td>95-96</td> <td>1</td> <td>55</td> <td>1.8%</td> </tr> <tr> <td>96-97</td> <td>1</td> <td>55</td> <td>1.8%</td> </tr> <tr> <td>97-98</td> <td>2</td> <td>56</td> <td>3.6%</td> </tr> <tr> <td>98-99</td> <td>1</td> <td>61</td> <td>1.6%</td> </tr> </tbody> </table>		No.	Total	Pct.	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%	FR
	No.	Total	Pct.																									
94-95	3	54	5.5%																									
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96-97	1	55	1.8%																									
97-98	2	56	3.6%																									
98-99	1	61	1.6%																									
12b	<u>Number of faculty retirements</u>		<table border="1"> <tbody> <tr> <td>94-95</td> <td>0</td> <td>54</td> <td>0.0%</td> </tr> <tr> <td>95-96</td> <td>1</td> <td>55</td> <td>1.8%</td> </tr> <tr> <td>96-97</td> <td>2</td> <td>55</td> <td>3.6%</td> </tr> <tr> <td>97-98</td> <td>1</td> <td>56</td> <td>1.8%</td> </tr> <tr> <td>98-99</td> <td>4</td> <td>61</td> <td>6.5%</td> </tr> </tbody> </table>	94-95	0	54	0.0%	95-96	1	55	1.8%	96-97	2	55	3.6%	97-98	1	56	1.8%	98-99	4	61	6.5%					
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98-99	4	61	6.5%																									
12c	<u>Number of faculty new hires</u>		<table border="1"> <tbody> <tr> <td>94-95</td> <td>5</td> <td>54</td> <td>9.3%</td> </tr> <tr> <td>95-96</td> <td>0</td> <td>55</td> <td>0.0%</td> </tr> <tr> <td>96-97</td> <td>4</td> <td>55</td> <td>7.3%</td> </tr> <tr> <td>97-98</td> <td>6</td> <td>56</td> <td>10.7%</td> </tr> <tr> <td>98-99</td> <td>7</td> <td>61</td> <td>11.5%</td> </tr> </tbody> </table>	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%					
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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																								

MGT No.	Performance Indicator	Related Action Step	Iowa School for the Deaf	Related Governance Report																																													
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	1.1.4.3	Not Applicable	No																																													
31	State appropriations requested for operations	1.2.1.2	Requested w/o salaries FY96 2.7% FY97 2.0% FY98 1.7% FY99 2.9% FY00 3.6% FY01 4.0%	No																																													
(b)	(for capital) [See #35, below]																																																
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>FY00</td> <td>FY96</td> <td>FY97</td> <td>FY98</td> <td>FY99</td> </tr> <tr> <td>Service Org</td> <td>NC</td> <td>\$6250</td> <td>\$6250</td> <td></td> </tr> <tr> <td>\$10,000</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Needy Children</td> <td>NC</td> <td>\$ 300</td> <td>\$ 680</td> <td>\$</td> </tr> <tr> <td>350</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Foundation</td> <td>\$26,433</td> <td>\$22,637</td> <td>\$13,017</td> <td></td> </tr> <tr> <td>\$65,174</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Donors</td> <td>(24)</td> <td>(215)</td> <td>(106)</td> <td></td> </tr> <tr> <td>(327)</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>(These are cash receipts only—no pledges; the Foundation is calendar year totals—FY99 is 1998)</p>	FY00	FY96	FY97	FY98	FY99	Service Org	NC	\$6250	\$6250		\$10,000					Needy Children	NC	\$ 300	\$ 680	\$	350					Foundation	\$26,433	\$22,637	\$13,017		\$65,174					# of Donors	(24)	(215)	(106)		(327)					SP
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MGT No.	Performance Indicator	Related Action Step	Iowa School for the Deaf	Related Governance Report																																				
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="1"> <thead> <tr> <th></th> <th>Req</th> <th>Approp.</th> </tr> </thead> <tbody> <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></td> </tr> </tbody> </table>		Req	Approp.	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		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="1"> <thead> <tr> <th></th> <th>Expended</th> <th>Backlog</th> </tr> </thead> <tbody> <tr> <td>Fall 94</td> <td>\$1.6</td> <td>(FY94)</td> </tr> <tr> <td>Fall 95</td> <td>\$1.4</td> <td>(FY95)</td> </tr> <tr> <td>Fall 96</td> <td>\$1.4</td> <td>(FY96)</td> </tr> <tr> <td>Fall 97</td> <td>\$2.0</td> <td>(FY97)</td> </tr> <tr> <td>Fall 98</td> <td>\$2.5</td> <td>(FY98)</td> </tr> <tr> <td>Fall 99</td> <td></td> <td></td> </tr> </tbody> </table>		Expended	Backlog	Fall 94	\$1.6	(FY94)	Fall 95	\$1.4	(FY95)	Fall 96	\$1.4	(FY96)	Fall 97	\$2.0	(FY97)	Fall 98	\$2.5	(FY98)	Fall 99			DM															
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Fall 99																																								
37	% of resources reallocated annually	1.2.1.7	<table border="1"> <thead> <tr> <th></th> <th>NC</th> </tr> </thead> <tbody> <tr> <td>FY96</td> <td>3.1%</td> </tr> <tr> <td>FY97</td> <td>1.8%</td> </tr> <tr> <td>FY98</td> <td>2.1%</td> </tr> <tr> <td>Fy00</td> <td>2.1%</td> </tr> </tbody> </table>		NC	FY96	3.1%	FY97	1.8%	FY98	2.1%	Fy00	2.1%	SP																										
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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="1"> <thead> <tr> <th></th> <th>El.</th> <th>Md.</th> <th>HS</th> <th>Ttl.</th> <th>OC</th> </tr> </thead> <tbody> <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> </tbody> </table>		El.	Md.	HS	Ttl.	OC	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
	El.	Md.	HS	Ttl.	OC																																			
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																																			
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																																				

MGT No.	Performance Indicator	Related Action Step	Iowa School for the Deaf	Related Governance Report																																																																																																																								
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 colspan="2"></th> <th>Racial &amp; Ethnic Minorities</th> <th>All Protected Classes</th> </tr> <tr> <th>FY</th> <th>No.</th> <th>No.</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>FY96</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students</td> <td>15</td> <td>7%</td> <td>214</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>6</td> </tr> <tr> <td>Staff</td> <td>9</td> <td>8%</td> <td>20</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>10.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>18.0%</td> </tr> <tr> <td>FY97</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students</td> <td>20</td> <td>9%</td> <td>225</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>6</td> </tr> <tr> <td>Staff</td> <td>8</td> <td>7%</td> <td>18</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>10.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>19.0%</td> </tr> <tr> <td>FY98</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students</td> <td>17</td> <td>8%</td> <td>189</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>6</td> </tr> <tr> <td>Staff</td> <td>8</td> <td>7%</td> <td>21</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>10.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>19.0%</td> </tr> <tr> <td>FY99</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students</td> <td>19</td> <td>8%</td> <td>248</td> </tr> <tr> <td>Faculty</td> <td>0</td> <td>0%</td> <td>10</td> </tr> <tr> <td>Staff</td> <td>11</td> <td>0%</td> <td>28</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>15.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>25.0%</td> </tr> </tbody> </table>			Racial & Ethnic Minorities	All Protected Classes	FY	No.	No.	No.	FY96				Students	15	7%	214	Faculty	0	0%	6	Staff	9	8%	20				100.0%				10.0%				18.0%	FY97				Students	20	9%	225	Faculty	0	0%	6	Staff	8	7%	18				100.0%				10.0%				19.0%	FY98				Students	17	8%	189	Faculty	0	0%	6	Staff	8	7%	21				100.0%				10.0%				19.0%	FY99				Students	19	8%	248	Faculty	0	0%	10	Staff	11	0%	28				100.0%				15.0%				25.0%	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																																																																																																																								

NC – Not Collected