

Louisiana Special School District

STRATEGIC PLAN FY 2023-2024 THROUGH FY 2027-2028



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Special School District

The Special School District (SSD) is mandated by the Louisiana Legislature to provide educational services to children who are sensory impaired and to children with exceptionalities and reside in the State of Louisiana. These students' impairments preclude their making normal progress in regular public schools.

Goals

The goals of the Special School District is to provide the educational opportunity to all eligible students that will allow them to develop to their maximum potential. The schools provide services necessary to educate children, ranging in age from 0-21 years old that prepares them for post-secondary training and/or the workforce, in an environment that provides training appropriate to obtaining independent living skills. Vision 2025 Objectives 1.1, 1.2, 1.3, 1.4, 1.7, 1.9 and 1.11 are directly or indirectly related to SSD's program goals and objectives.

- SSD has five programs: Administration and Shared Services Program, Louisiana School for the Deaf Program, Louisiana School for the Visually Impaired Program, Special Schools Programs and the Auxiliary Program.
- The Louisiana Schools for the Deaf and Visually Impaired (LSDVI), located on 116 acres of land in Baton Rouge, provides elementary and secondary educational services to children who are hearing and visually impaired. As of October 1, 2021, the school serves 155 students on campus of which 93 attend the Louisiana School for the Deaf and 62 attend the Louisiana School for the Visually Impaired. The school operates under the jurisdiction of the State Board of Elementary and Secondary Education and is managed by a superintendent. There are 22 buildings providing educational facilities for a preparatory/elementary school, a junior-senior high school, physical education, vocational and special needs programs, separate dormitory buildings for LSD and LSVI students and preparatory, elementary, secondary age students and special needs students, learning resource center, and various physical plant support and administrative buildings.
- The Special Schools Programs provides special education and related services to children with exceptionalities who are enrolled in state-operated programs, provides appropriate educational services to eligible children enrolled in state operated mental health facilities, provides educational services to children in state-operated juvenile justice facilities, and state-operated adult correctional facilities.

Louisiana School for the Deaf

The mission of the Louisiana School for the Deaf (LSD) Program is to foster a learning community that is student-centered and dedicated to excellence by providing child-specific instruction , and outreach services to all children. The goal of the Louisiana School for the Deaf Program is to provide the instructional services necessary to educate children who are deaf or hard of hearing and to provide these children with training and guidance through demonstrating appropriate behaviors to obtain to become a self-sufficient adult in society. The Louisiana School for the Deaf Program includes the following activities:

- The Instructional component consists of the Elementary Department, Middle School, High School, Career and Technology Department, Physical Education, and Guidance and Counseling Services. Educational departments have the responsibility for providing children who are deaf with the necessary tools to achieve academically, socially, and physically compared to their hearing counterparts. This is accomplished by providing a total learning environment, which will prepare for post-secondary education or to assume a responsible place in the working society as an independent, self-sufficient, responsible adult.
- The component provides child care and social education designed to simulate a home-like atmosphere while concurrently reinforcing the educational needs of curricular programs. Included in the program is child care services and social education. The after-school program is designed to furnish those social, cultural, recreational, and educational experiences which are ordinarily provided for the hearing child's home, church, and community activities during out-of-school time. Further, dormitory personnel assist students in developing independence in six life domains: personal hygiene, household management, time management, social skills, physical/emotional fitness, and intellectual study skills. The Outreach Program component consists of the Sign Language/Interpreting Services Department and Parent Pupil Education Program. The Sign Language/Interpreting Services Department is responsible for providing sign language instruction and evaluation, as well as, sign language interpreting services. The Parent Pupil Education Program LAHear educators are based in eight district areas where they work with parents and children age birth to 21 in homes, day care centers and schools.

Louisiana School for the Visually Impaired

The mission of the Louisiana School for the Visually Impaired (LSVI) is to provide educational services to blind and/or visually impaired children 3-21 years of age, through a comprehensive quality educational program that prepares students for post-secondary training and/or the workforce, and a pleasant, safe, and caring environment in which students can live and learn. The goal of the LSVI Program is to provide the services necessary to educate children who are blind and/or visually impaired so they may possess the necessary skills to become self-sufficient adults in society.

The Louisiana School for the Visually Impaired Program includes the following activities: The Instructional Services activity provides a quality, specifically designed regular instruction program for grades preschool through 12, as well as quality alternative programs for multi-handicapped students who are unable to benefit from the graded curriculum. The Services activity provides a cost-efficient, quality program that simulates a homelike atmosphere while reinforcing the goals of the Instructional Services activity and helping to develop as much independence as possible. The Services activity provides before and after school activities and programs for both day and students in areas such as recreation, home living skills, sports, and student work programs, as well as providing student services. The Outreach Services activity provides Orientation and Mobility Services, Braille and large print materials from the Louisiana Instructional Materials Center (LIMC) and assistive technology and/or low vision services for qualifying LEA students. The Parent Pupil Education Program (PPEP) provides services to educate children and families who are blind or visually impaired from the ages of 0-3.

Special School Programs

The mission of the Special Schools Programs is to provide special education and related services to children with exceptionalities who are enrolled in State-operated programs and to provide appropriate educational services to eligible children enrolled in State-operated mental health facilities. The goal of the Special Schools Programs is to ensure that all children can learn and grow to become productive citizens, regardless of their particular status or situation.

The activities of Special School Programs include: maintaining, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher with DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities, to assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD, that students in SSD will agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions, students in OCDD and mental health facilities will demonstrate positive behavior as shown by 90% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior, mental Health and OJJ facilities will have a decrease in the number of dropouts as shown by a 3% decrease in the students, SSD will provide special education services to students in DOC facilities so that 15% will attain a GED before being discharged, SSD will implement instruction and assessment to ensure academic progress for challenging students in OCDD facilities as shown by 70% of the students showing increased academic progress as measured using STAR and ABLLS (Assessment of Basic Language & Learning Skills).

VISION

The vision of the Louisiana schools for the Deaf and Visually Impaired is to empower students to turn challenges into opportunities as big as their dreams.

MISSION

The mission of the Special School District is to foster a learning community that is student-oriented and dedicated to excellence, by providing child-specific instruction and services to all children. These schools are designed to provide students who are deaf and hard of hearing, visually impaired, and/or with exceptionalities with a community of support that affords them the ability to hone their skills in American Sign Language and Braille, respectively, by providing a culturally and sensory rich environment, as well as to provide special education and related services to children with exceptionalities who are enrolled in state-operated programs, to provide appropriate educational services to eligible children enrolled in state-operated mental health facilities and to provide educational services to children in privately operated juvenile correctional facilities.

GOALS

The goals of the Special School District is to provide the educational opportunity to all eligible students that will allow them to develop to their maximum potential. The schools provide services necessary to educate children, ranging in age from 0-21 years old that prepares them for post-secondary training and/or the workforce, in an environment that provides training appropriate to obtaining independent living skills.

Vision 2025 Objectives 1.1, 1.2, 1.3, 1.4, 1.7, 1.9 and 1.11 are directly or indirectly related to SSD's program goals and objectives.

PROGRAM 1 - LSDVI ADMINISTRATIVE AND SHARED SERVICES OBJECTIVE

Program Authorization: R.S. 17:43, R.S. 17:348, R.S. 17:1941, R.S. 17:1945, R.S. 17:1945.1, R.S. 17:1945.2, R.S. 36:648.1

Mission: The mission of the Administrative and Shared Services Program is to administer the rules, regulations, and policies adopted by the Special School District Board of Directors, implement those policies and practices, and maintain a system of quality controls within the district.

Goal: The goal of the Administrative and Shared Services Program is to provide administrative and district support services to the Louisiana School for the Deaf (LSD), Louisiana School for the Visually Impaired (LSVI), the Special Schools Program (SSP), and other educational programs and initiatives deemed appropriate by the SSD board, in an effective and efficient manner which contribute to the success of our students and the success of students throughout Louisiana in which local LEAs have requested our services.

The Administration and Shared Services Program includes the following activities:

- **Administrative Services**
- **Student Services**
- **Campus Operations**

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

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

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

Performance Indicators:

Input: Administrative Services Activity percentage of total expenditures.

Output: Administrative Services Activity cost per student

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

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

INDICATOR NAME: Administrative Services Activity percentage of total expenditures.

INDICATOR LaPAS PI CODE: 8313

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

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

INDICATOR NAME: Administrative Services Activity cost per student

INDICATOR LaPAS PI CODE: 4486

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

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

INDICATOR NAME: Total number of students (service load)

INDICATOR LaPAS PI CODE: 4490

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

PROGRAM 1 LSDVI Administrative and Shared Services

OBJECTIVE 2: All referrals accepted for specialized assessment from LEA's, charters, and non-public schools shall be completed at a 100% compliance rate meeting Department of Education Guidelines.

Strategy 2.1 - The Coordinator of Admissions, Appraisal and IEP Facilitator shall monitor the referrals accepted and assessments completed and report the results each quarter.

Performance Indicators:

Input: Number of referrals accepted.

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

OBJECTIVE 2: All referrals accepted for specialized assessment from LEA's, charters, and non-public schools shall be completed at a 100% compliance rate meeting Department of Education Guidelines.

INDICATOR NAME: Percentage of assessments completed meeting State Department of Education Guidelines

INDICATOR LaPAS PI CODE: 24452

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

OBJECTIVE 2: All referrals accepted for specialized assessment from LEA's, charters, and non-public schools shall be completed at a 100% compliance rate meeting Department of Education Guidelines.

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

INDICATOR LaPAS PI CODE: 26386

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

PROGRAM 1 - LSDVI ADMINISTRATIVE AND SHARED SERVICES OBJECTIVE

OBJECTIVE 3: At least 90% of the meals offered/served by Food Services will meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) components of a reimbursable meal.

Strategy 3.1 - The Registered Dietitian/Nutrition Services Direct will closely monitor student's meals and utilize menus to meet USDA standards for the Child Nutrition Program.

Strategy 3.2 - The Registered Dietitian/Nutrition Service Director will review and report each quarter the percentage of meals meeting USDA standards for the Child Nutrition program during that quarter.

Performance Indicators:

Input: Number of meals offered/served.

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

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

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

Quality: At least 90% of the meals offered / served by food services will meet USDA standards for the Child Nutrition Program.

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

OBJECTIVE 3: At least 90% of the meals offered/served (which include breakfast, lunch and supper) by LSDVI Food Services meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch or breakfast meal.

INDICATOR NAME: Number of meals offered/served.

INDICATOR LaPAS PI CODE: 24451

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 1: LSDVI Administrative and Shared Services

OBJECTIVE 3: At least 90% of the meals offered/served (which include breakfast, lunch and supper) by LSDVI Food Services meet USDA standards for the Child Nutrition Program (National School Lunch/School Breakfast Program), which contains the five (5) required components of a reimbursable lunch or breakfast meal.

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

INDICATOR LaPAS PI CODE: 25094

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

PROGRAM 2 - LOUISIANA SCHOOL FOR THE DEAF

Instructional//Outreach Program

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

Mission: The mission of the Louisiana School for the Deaf (LSD) Program is to foster a learning community that is student-centered and dedicated to excellence by providing child-specific instruction, and outreach services to all children.

Goal: The goal of the Louisiana School for the Deaf Program is to provide the instructional services necessary to educate children who are deaf or hard of hearing and to provide these children with training and guidance through demonstrating appropriate behaviors to obtain to become a self-sufficient adult in society.

Activity Description: The Louisiana School for the Deaf Program includes the following activities:

- The Instructional component consists of the Elementary Department, Middle School, High School, Career and Technology Department, Physical Education, and Guidance and Counseling Services. Educational departments have the responsibility for providing children who are deaf with the necessary tools to achieve academically, socially, and physically compared to their hearing counterparts. This is accomplished by providing a total learning environment, which will prepare for post-secondary education or to assume a responsible place in the working society as an independent, self-sufficient, responsible adult.
- The component provides child care and social education designed to simulate a home-like atmosphere while concurrently reinforcing the educational needs of curricular programs. Included in the program is child care services and social education. The after-school program is designed to furnish those social, cultural, recreational, and educational experiences which are ordinarily provided for the hearing child's home, church, and community activities during out-of-school time. Further, dormitory personnel assist students in developing independence in six life domains: personal hygiene, household management, time management, social skills, physical/emotional fitness, and intellectual study skills.
- The Outreach Program component consists of the Sign Language/Interpreting Services Department and Parent Pupil Education Program. The Sign Language/Interpreting Services Department is responsible for providing sign language instruction and evaluation, as well as, sign language interpreting services. The Parent Pupil Education Program LAHear educators are based in eight district areas where they work with parents and children age birth to 21 in homes, day care centers and schools.

OBJECTIVE 1: By 2028, 50% of students who annually participate in LEAP Connect will meet state proficiency standards in math or ELA.

Strategy 1.1 - Teacher will monitor student's IEPs and target the Louisiana Connectors for Students with Significant Disabilities to develop lesson plans designed to enable students to have access to the big ideas of the content and skills of the Louisiana Student Standards and accomplish their IEP objectives and progress.

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

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

Performance Indicators:

Input: Number of students in grades 3-8, 11th participating in LEAP Connect for ELA/ MATH and Leap Connect Science (4th, 8th, and 11th).

Output: Number of students participating in LEAP Connect who score either Level 3 or 4 for LEAP Connect in at least one core content area to be considered proficient.

Outcome: Percentage of students participating in LEAP Connect who score either Level 3 or 4 in at least one core content area.

Efficiency: Yearly measurable increase in percentage of students participating in LEAP Connect will score either Level 3 or 4 in at least one core content area to be considered proficient.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 60% of students who annually participate in LEAP Connect will meet state proficiency standards in math or ELA.

Strategy 1.1 - Teacher will monitor student's IEPs and target the Louisiana connectors.

INDICATOR NAME: Number of students in grades 3-8, 11th participating in LEAP Connect for ELA/ MATH and Leap Connect Science (4th, 8th, and 11th).

INDICATOR LaPAS PI CODE: 25095

1. **TYPE :** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program's curriculum and supports the measures of the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore, the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to measure performance of students with significant cognitive disabilities in addition to Hearing Impairment.
4. **CLARITY:** This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** This data will be pulled from the Special Education Reporting (SER) database and verified by teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** The items were selected to assess a range of ability and performance with varying levels of complexity. The items were also field tested prior to becoming a part of the metric of measurement toward a student's score.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests with differing performance levels. As such, the two highest levels of each Achievement Level Score Ranges are used to determine proficiency.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The district's Accountability/Assessment Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 60% of students who annually participate in LEAP Connect will meet state proficiency standards in math or ELA.

INDICATOR NAME: Number of students participating in LEAP Connect who score either Level 3 or 4 for LEAP Connect in at least one core content area to be considered proficient.

INDICATOR LaPAS PI CODE: 26647

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program's curriculum and supports the measures of the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore, the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to measure performance of students with significant cognitive disabilities in addition to Hearing Impairment.
4. **CLARITY:** This indicator identifies students with significant cognitive disabilities who are eligible to take LEAP Connect. This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** This data will be pulled from the Special Education Reporting (SER) database and verified by teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** The items were selected to assess a range of ability and performance with varying levels of complexity. The items were also field tested prior to becoming a part of the metric of measurement toward a student's score.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests with differing performance levels. As such, the two highest levels of each Achievement Level Score Ranges are used to determine proficiency.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The district's Accountability/Assessment Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 60% of students who annually participate in LEAP Connect will meet state proficiency standards in math or ELA.

INDICATOR NAME: Percentage of students participating in LEAP Connect who score either Level 3 or 4 in at least one core content area.

INDICATOR LaPAS PI CODE: 24453

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program's curriculum and supports the measures of the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore, the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to measure performance of students with significant cognitive disabilities in addition to Hearing Impairment.
4. **CLARITY:** This indicator identifies the percent of students with significant cognitive disabilities who are eligible to take LEAP Connect.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** This data will be pulled from the Special Education Reporting (SER) database and verified by teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** The items were selected to assess a range of ability and performance with varying levels of complexity. The items were also field tested prior to becoming a part of the metric of measurement toward a student's score.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests with differing performance levels. As such, the two highest levels of each Achievement Level Score Ranges are used to determine proficiency.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The district's Accountability/Assessment Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 60% of students who annually participate in LEAP Connect will meet state proficiency standards in Math or ELA.

INDICATOR NAME: Yearly measurable increase in percentage of students participating in LEAP Connect will score either Level 3 or 4 in at least one core content area to be considered proficient.

INDICATOR LaPAS PI CODE: 26607

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports the measure of effectiveness of the Instructional Program's curriculum and supports the measures of the effectiveness of the teaching skills of individual teachers. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore, the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator is used to measure performance of students with significant cognitive disabilities in addition to Hearing Impairment.
4. **CLARITY:** This indicator is a count.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** This data will be pulled from the Special Education Reporting (SER) database and verified by teachers with IEP responsibility for the identified students.
6. **CALCULATION METHODOLOGY:** The items were selected to assess a range of ability and performance with varying levels of complexity. The items were also field tested prior to becoming a part of the metric of measurement toward a student's score.
7. **SCOPE:** This indicator applies to a specific group, each of which has individual differences.
8. **CAVEATS:** This indicator reflects results from tests with differing performance levels. As such, the two highest levels of each Achievement Level Score Ranges are used to determine proficiency.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The district's Accountability/Assessment Coordinator

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

OBJECTIVE 2: By 2028, 60% of students in grades 3-8 will meet state standard (Basic) or above on LEAP 2025 testing in at least one core content area in the Louisiana Accountability Program.

Strategy 2.1 - Teachers with the assistance and support of administrative team will follow and use the Louisiana Comprehensive Curriculum to develop lesson plans designed to enable students to progress in the general curriculum.

Strategy 2.2 – Offer after school tutoring and test remediation for students in grades 3-8.

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

Performance Indicators:

Input: Number of students in grades 3-8 who met the state standards for Basic or above on the LEAP 2025 test annually.

Output: Percentage of students in grades 3-8 who met the state standards for Basic or above on the LEAP 2025 test annually.

Outcome: Percentage of students achieving basic or above on LEAP.

Efficiency: Yearly measure increase in the percentage of students achieving basic or above on LEAP 2025.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 2: By 2028, 60% of students in grades 3-8 will meet state standard (Basic) or above on LEAP 2025 testing in at least one core content area in the Louisiana Accountability Program.

INDICATOR NAME: Number of students in grades 3-8 who met the state standards for Basic or above on the LEAP 2025 test annually.

INDICATOR LaPAS PI CODE: 26387

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures student performance on the state standards. It also measures teacher effectiveness in delivering the curriculum. This indicator is in accordance with state and federal mandates but currently does not reflect the deaf child's usual progression through the state curriculum. Currently, reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for testing.
4. **CLARITY:** This indicator raises the standard of student performance for students who are deaf or hard of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District Test Coordinator.
6. **CALCULATION METHODOLOGY:** Official test results are utilized.
7. **SCOPE:** Testing occurs in the spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. Students are provided modification and accommodations as defined in the IEP.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the

data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.

10. **RESPONSIBLE PERSON:** District Test Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 2: By 2028, 60% of students in grades 3-8 will meet state standard (Basic) or above on LEAP 2025 testing in at least one core content area in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students in grades 3-8 who met the state standards for Basic or above on the LEAP 2025 test annually.

INDICATOR LaPAS PI CODE: 25096

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures student performance on the state standards. It also measures teacher effectiveness in delivering the curriculum. This indicator is in accordance with state and federal mandates but currently does not reflect the deaf child's usual progression through the state curriculum. Currently, reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for testing.
4. **CLARITY:** This indicator raises the standard of student performance for students who are deaf or hard of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District Test Coordinator.
6. **CALCULATION METHODOLOGY:** Official test results are utilized.
7. **SCOPE:** Testing occurs in the spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. Students are provided modification and accommodations as defined in the IEP.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** District Test Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 2: By 2028, 60% of students in grades 3-8 will meet state standard (Basic) or above on LEAP 2025 testing in at least one core content area in the Louisiana Accountability Program.

INDICATOR NAME: Percentage of students achieving basic or above on LEAP.

INDICATOR LaPAS PI CODE: 26388

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures student performance on the state standards. It also measures teacher effectiveness in delivering the curriculum. This indicator is in accordance with state and federal mandates but currently does not reflect the deaf child's usual progression through the state curriculum. Currently, reading skill achievement for the deaf child occurs at a slower rate.
3. **USE:** The tests establish challenging standards for deaf children. The tests raise the standard beyond the academic performance level of many deaf children. This is our goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect State Department of Education directives regarding students eligible for testing.
4. **CLARITY:** This indicator raises the standard of student performance for students who are deaf or hard of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District Test Coordinator.
6. **CALCULATION METHODOLOGY:** Official test results are utilized.
7. **SCOPE:** Testing occurs in the spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for deaf children. Students are provided modification and accommodations as defined in the IEP.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEADS Inquiry System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** District Test Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM B: Louisiana School for the Deaf / Instructional Program

ACTIVITY: The Instructional Program provides educational services to children who are deaf or hard of hearing. These students range in age from three to 21 years old. These students have their individualized education plan (IEP) based on their present levels of performance in reading, writing, and mathematics. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can learn and thrive.

Objective 2: By 2028, 60% of students in grades 3-8 will meet state standard (Basic) or above on LEAP 2025 testing in at least one core content area in the Louisiana Accountability Program

Indicator Name: Yearly measure increase in the percentage of students achieving basic or above on LEAP 2025.

Indicator LaPAS PI Code: 26389

1. **TYPE:** Efficiency **LEVEL:** General Performance
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports student performance on the state standards. It also measures teacher effectiveness in delivering the Tier 1 curriculum. This indicator is in accordance with the state and federal mandates but currently does not reflect the Deaf student's usual progression through the Tier 1 curriculum. Currently, reading skills achievement for Deaf students occurs at a slower rate.
3. **USE:** The tests established challenging standards for deaf students in grades 3-8. The tests raise the standard beyond the academic performance level of many deaf children. This is the goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect the SSD directives regarding students eligible for testing.
4. **CLARITY:** This indicator raises the standard of student performance for students who are deaf or hard of hearing. .
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District's Accountability Team and LSD admin team. The results of the tests can be retrieved from DRC Insight Portal.
6. **CALCULATION METHODOLOGY:** Official test results are utilized..
7. **SCOPE:** Testing occurs in the late spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for Deaf students. Students are provided accommodations and modifications as defined in their IEPs.
9. **ACCURACY, MAINTENANCE, SUPPORT:** This evidence available to support the accuracy of the data will be collected from the DRC Insight portal. Hard copies of the data will be maintained and filed.

10. **RESPONSIBLE PERSON:** The District' Accountability Department, District Test Coordinator, LSD Director

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

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

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

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

Performance Indicators:

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

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 4534

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 8340

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 8339

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

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter post-secondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 26390

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

Strategy 4.1 - A team consisting of the Student Development Specialists, Team Leaders, and Advisors will identify strengths and weaknesses and establish objectives for each child for the year.

Strategy 4.2 - The Student Development Specialist and Team Leader will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.

Strategy 4.3 - Achievement of student's performance objectives will be evaluated at the end of the school term.

Performance Indicators:

Input: Number of students who reside in the dormitory.

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

Outcome: Number of dormitory students who demonstrated improvement in at least two of the six life domains.

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

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

INDICATOR NAME: Number of students who reside in the dormitory.

INDICATOR LaPAS PI CODE: 21406

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills.
3. **USE:** Used to target independent living goals defined in individual student's transition plans
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students who are deaf or hard-of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Supporting data is collected quarterly from dorm attendance records.
6. **CALCULATION METHODOLOGY:** Totals are calculated from dorm attendance records by quarter.
7. **SCOPE:** The calculation is aggregated for the total number of students participating in dormitory program.
8. **CAVEATS:** Objective 4; PI 2 is calculated by the cumulative/total number of student demonstrating improvement in at least two (2) of six (6) life domains as noted in observational assessment data
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.
10. **RESPONSIBLE PERSON:** The Dormitory Director of the identified program..

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

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

INDICATOR LaPAS PI CODE: 8344

1. **TYPE:** Outcome **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills.
3. **USE:** Used to target independent living goals defined in individual student's transition plans.
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students who are deaf or hard-of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The collection of the data for this PI is observation and representative of the life domains defined as essential for independent living skills for students who are deaf or hard-of-hearing.
6. **CALCULATION METHODOLOGY:** This observation data, divided into six (6) domains denotes each skill within the domains from dependent to independent using scaled scores.
7. **SCOPE:** Objective 4; PI 2 is calculated by the cumulative/total number of students demonstrating improvement.
8. **CAVEATS:** Objective 4; PI 2 is calculated by the cumulative/total number of students demonstrating improvement in at least two (2) of six (6) life domains as noted in observational assessment data.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records. .
10. **RESPONSIBLE PERSON:** The Dormitory Director of the identified program.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

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

INDICATOR LaPAS PI CODE: 8342

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills.
3. **USE:** Used to target independent living goals defined in individual student's transition plans.
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students who are deaf or hard-of-hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The collection of the data for this PI is observation and representative of the life domains defined as essential for independent living skills for students who are deaf or hard-of hearing.
6. **CALCULATION METHODOLOGY:** This observation data, divided into six (6) domains, denotes each skill within the domains from dependent to independent using scaled scores
7. **SCOPE:** Objective 4; PI 3 is calculated by dividing the total number of students demonstrating improvement in at least two (2) of six (6) life domains by the total number of students residing in the dorm. For example: As a result of dormitory program activities targeting independent living skills, 20 out of 30 students ($20/30 = 67\%$) residing in dormitory program, demonstrate improvement in at least two (2) of six (6) life domains.
8. **CAVEATS:** No
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.
10. **RESPONSIBLE PERSON:** The Dormitory Director of the identified program

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (personal hygiene, household management, emotional development, social skills, physical development, and intellectual development).

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

INDICATOR LaPAS PI CODE: 12945

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills
3. **USE:** Used to target independent living goals defined in individual student's transition plans.
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students who are deaf or hard-of-hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The collection of the data for this PI is observation and representative of the life domains defined as essential for independent living skills for students who are deaf or hard-of hearing.
6. **CALCULATION METHODOLOGY:** Objective 4; PI 4 is calculated by dividing the total number of students demonstrating improvement in at least two (2) of six (6) life domains by the total number of students residing in the dorm by quarter for a cumulative annual measure. For example: As a result of dormitory program activities targeting independent living skills, in Q1, 10 out of 30 students (10/30 = 33%) residing in dormitory program, demonstrate improvement in at least two (2) of six (6) life domains; in Q2, 15/30 students (15/30 = 50%), in Q3, 20 out of 30 students demonstrate improvement (20/30 = 67%), and in Q4, 25 out of 30 students demonstrate improvement (25/30 = 83%).
7. **SCOPE:** Total number of students showing improvement in at least two of the six life domains divided by the average number of students residing in dormitories for at least two 9 weeks during the school year.
8. **CAVEATS:** No
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.
10. **RESPONSIBLE PERSON:** The Dormitory Director of the identified program.

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

OBJECTIVE 5: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are Deaf or hard of hearing and their families.

Strategy 5.1 - LSD PPEP Outreach Teachers will be the single point of entry for children newly identified with hearing loss, and maintain professional relationships with the professionals who identify and track newborn hearing screening information for children born in Louisiana.

Strategy 5.2 - LSD PPEP Outreach Teachers will provide best practice services to children who are deaf or hard of hearing ages 0-3.

Strategy 5.3 - LSD PPEP Outreach Teachers will provide information requested towards the completion of Individual Family Service Plans (IFSPs) and/or initial evaluations on those students turning age 3, so these students are able to enter an educational program that will meet their needs.

Performance Indicators:

Input: Number of referrals of children to PPEP.

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

Outcome: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are deaf or hard of hearing and their families.

Efficiency: PPEP percentage of instructional budget

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

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 5: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are deaf or hard of hearing and their families.

INDICATOR NAME: Number of referrals of children to PPEP.

INDICATOR LaPAS PI CODE: 26392

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

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 5: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are deaf or hard of hearing and their families.

INDICATOR NAME: Number of referrals of children to PPEP.

INDICATOR LaPAS PI CODE: 21387

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 5: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are deaf or hard of hearing and their families.

INDICATOR NAME: Number of student/family services to include: visits, individualized family service plan meetings, family contacts, professional contacts and workshops presented/ attended to educate families and professionals regarding appropriate education of children aged 0 - 3 with hearing impairments.

INDICATOR LaPAS PI CODE: 21391

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 5: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are deaf or hard of hearing and their families.

INDICATOR NAME: Cost per child

INDICATOR LaPAS PI CODE: 21392

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 5: By 2028, provide Parent Pupil Education Program services to at least 75% of referred students who are deaf or hard of hearing and their families.

INDICATOR NAME: PPEP percentage of instructional budget

INDICATOR LaPAS PI CODE: 21394

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

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM B: Louisiana School for the Deaf / Instructional Program

ACTIVITY: The Instructional Program provides educational services to children who are deaf or hard of hearing. These students range in age from three to 21 years old. These students have their individualized education plan (IEP) based on their present levels of performance in reading, writing, and mathematics. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can learn and thrive.

Objective 6: By 2028, 60% of students in grades 9-12 will meet state standards (Basic) or above on LEAP 2025 High School Assessments at least one core content area in the Louisiana Accountability Program.

Strategy 6.1 - Teachers with the assistance and support of the administrative team will follow and use the Tier One curriculum to develop lesson plans designed to enable students to progress in the general curriculum with accommodations and modifications based on their IEPs.

Strategy 6.2 - Offer after school tutoring and test remediations in grades 9-12.

Strategy 6.3 - Offer summer test remediation prior to summer testing.

Indicator Name: Number of students in grades 9-12 who met the state standards for basic or above on the LEAP 2025 High School Assessments annually

Indicator LaPAS PI Code: NEW- *Referred to 26387*

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports student performance on the state standards. It also measures teacher effectiveness in delivering the Tier 1 curriculum. This indicator is in accordance with the state and federal mandates but currently does not reflect the Deaf student's usual progression through the Tier 1 curriculum. Currently, reading skills achievement for Deaf students occurs at a slower rate. This is focused on the grades 9-12 students for LEAP 2025 High School Assessments Testings.
3. **USE:** The tests established challenging standards for deaf students in grades 9-12. The tests raise the standard beyond the academic performance level of many deaf children. This is the goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect the SSD directives regarding students eligible for testing.
4. **CLARITY:** This indicator raises the standard of student performance for students who are deaf or hard of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District's Accountability Team and LSD admin team. The results of the tests can be retrieved from DRC Insight Portal.

6. **CALCULATION METHODOLOGY:** Official test results are utilized..
7. **SCOPE:** Testing occurs in the late spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for Deaf students. Students are provided accommodations and modifications as defined in their IEPs.
9. **ACCURACY, MAINTENANCE, SUPPORT:** This evidence available to support the accuracy of the data will be collected from the DRC Insight portal. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The District' Accountability Department, District Test Coordinator, LSD Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM B: Louisiana School for the Deaf / Instructional Program

ACTIVITY: The Instructional Program provides educational services to children who are deaf or hard of hearing. These students range in age from three to 21 years old. These students have their individualized education plan (IEP) based on their present levels of performance in reading, writing, and mathematics. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can learn and thrive.

Objective 6: By 2028, 60% of students in grades 9-12 will meet state standards (Basic) or above on LEAP 2025 High School Assessments at least one core content area in the Louisiana Accountability Program.

Indicator Name: Percentage of students in grades 9-12 who achieved the state standards for Basic or above on the LEAP 2025 High School Assessments annually.

Indicator LaPAS PI Code: NEW - *Referred to 26388*

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports student performance on the state standards. It also measures teacher effectiveness in delivering the Tier 1 curriculum. This indicator is in accordance with the state and federal mandates but currently does not reflect the Deaf student's usual progression through the Tier 1 curriculum. Currently, reading skills achievement for Deaf students occurs at a slower rate. This is focused on the grades 9-12 students for LEAP 2025 High School Assessments Testings.
3. **USE:** The tests established challenging standards for deaf students in grades 9-12. The tests raise the standard beyond the academic performance level of many deaf children. This is the goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect the SSD directives regarding students eligible for testing.
4. **CLARITY:** This indicator identifies percent of students who take the LEAP 2025 High School Assessments tests. This indicator raises the standard of student performance for students who are deaf or hard of hearing.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District's Accountability Team and LSD admin team. The results of the tests can be retrieved from DRC Insight Portal.
6. **CALCULATION METHODOLOGY:** Official test results are utilized..
7. **SCOPE:** Testing occurs in the late spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for Deaf students. Students are provided accommodations and modifications as defined in their IEPs.
9. **ACCURACY, MAINTENANCE, SUPPORT:** This evidence available to support the accuracy of the data will be collected from the DRC Insight portal. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The District' Accountability Department, District Test Coordinator, LSD Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM B: Louisiana School for the Deaf / Instructional Program

ACTIVITY: The Instructional Program provides educational services to children who are deaf or hard of hearing. These students range in age from three to 21 years old. These students have their individualized education plan (IEP) based on their present levels of performance in reading, writing, and mathematics. This comprehensive quality program prepares students for post-secondary training and/or the workforce in a safe, caring environment where students can learn and thrive.

Objective 6: By 2028, 60% of students in grades 9-12 will meet state standards (Basic) or above on LEAP 2025 High School Assessments at least one core content area in the Louisiana Accountability Program.

Indicator Name: Yearly measure increase in the percentage of students tested to number of students achieving basic or above on LEAP 2025 High School Assessments.

Indicator LaPAS PI Code: NEW - *Referred to 26389*

1. **TYPE:** Efficiency **LEVEL:** General Performance
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator supports student performance on the state standards. It also measures teacher effectiveness in delivering the Tier 1 curriculum. This indicator is in accordance with the state and federal mandates but currently does not reflect the Deaf student's usual progression through the Tier 1 curriculum. Currently, reading skills achievement for Deaf students occurs at a slower rate. This is focused on the grades 9-12 students for LEAP 2025 High School Assessments Testings.
3. **USE:** The tests established challenging standards for deaf students in grades 9-12. The tests raise the standard beyond the academic performance level of many deaf children. This is the goal, but many students will find it beyond their grasp. Specific requirements change periodically and numbers will reflect the SSD directives regarding students eligible for testing.
4. **CLARITY:** This indicator raises the standard of student performance for students who are deaf or hard of hearing.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The state assessments are administered by the school staff and the data generated from the assessments will be analyzed and reported by the District's Accountability Team and LSD admin team. The results of the tests can be retrieved from DRC Insight Portal.
6. **CALCULATION METHODOLOGY:** Official test results are utilized..
7. **SCOPE:** Testing occurs in the late spring (and in the summer, if required) annually.
8. **CAVEATS:** The tests establish challenging standards for Deaf students. Students are provided accommodations and modifications as defined in their IEPs.

9. **ACCURACY, MAINTENANCE, SUPPORT:** This evidence available to support the accuracy of the data will be collected from the DRC Insight portal. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The District' Accountability Department, District Test Coordinator, LSD Director

Program 3 - LOUISIANA SCHOOL FOR THE VISUALLY IMPAIRED OBJECTIVES - Instructional//Outreach Program

Program Authorization: The Louisiana School for the Visually Impaired was created in accordance with Title 17, Chapter 4-1 of the Louisiana Revised Statutes of 1950 under the jurisdiction of the Board of Elementary & Secondary Education (BESE) , and is charged with education of the blind and visually impaired within the State of Louisiana. Individuals with Disabilities Education Act (IDEA) (R.S. 17:1941 et seq.) 20 U.S.C. §1400 - §1485; 34 C.F.R. §300.1 - §301 and §10.

Mission: The mission of the Louisiana School for the Visually Impaired (LSVI) is to provide educational services to blind and/or visually impaired children 3-21 years of age, through a comprehensive quality educational program that prepares students for post-secondary training and/or the workforce, and a pleasant, safe, and caring environment in which students can live and learn.

Goal: The goal of the LSVI Program is to provide the services necessary to educate children who are blind and/or visually impaired so they may possess the necessary skills to become self-sufficient adults in society. (Vision 2020 1.1, 1.2, 1.3, 1.4, 1.7 and 1.9)

Activity Description: The Louisiana School for the Visually Impaired Program includes the following activities:

- The Instructional Services activity provides a quality, specifically designed regular instruction program for grades preschool through 12, as well as quality alternative programs for multi-handicapped students who are unable to benefit from the graded curriculum.
- The Services activity provides a cost-efficient, quality program that simulates a homelike atmosphere while reinforcing the goals of the Instructional Services activity and helping to develop as much independence as possible. The Services activity provides before and after school activities and programs for both day and students in areas such as recreation, home living skills, sports, and student work programs, as well as providing student services.
- The Outreach Services activity provides Orientation and Mobility Services, Braille and large print materials from the Louisiana Instructional Materials Center (LIMC) and assistive technology and/or low vision services for qualifying LEA students. The Parent Pupil Education Program (PPEP) provides services to educate children and families who are blind or visually impaired from the ages of 0-3.

OBJECTIVE 1: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

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

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

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

Performance Indicators:

Input: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

Output: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

Outcome: Number of students in grades 3 -12 participating in LEAP Connect who met proficiency standards in ELA and math.

Efficiency: Yearly measurable increase in percentage of students in grades 3-12 participating in LEAP Connect ELA/MATH who met proficiency standards.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

INDICATOR NAME: Percentage of students participating in LEAP Connect who meet state proficiency standards in ELA and Math.

INDICATOR LaPAS PI CODE: 24460

1. **TYPE:** Input **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the Connectors assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the Connectors program. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator will be used to track the number of students who are participating in the Connectors assessment.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data source for this indicator is the number of students in grades 3-12 participating in the Connectors assessment. The data will be collected at the start of the school year, and monitored quarterly.
6. **CALCULATION METHODOLOGY:** Number of students in grades 3-12 who are taking the Connectors assessment.
7. **SCOPE:** This indicator applies to a specific group of students in grades 3-12 within the Connectors program.
8. **CAVEATS:** The number of students taking this assessment varies from year to year. If the number becomes too small, the data may not be as reliable.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The LSVI school counselor will report the number of students in grades 3-12 who will be taking the state assessment.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 1: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

INDICATOR NAME: Number of students in grades 3 -12 participating in LEAP Connect in ELA/MATH

INDICATOR LaPAS PI CODE: 25203

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the Connectors assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the Connectors program. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator will be used to assess the number of students in the Connectors program who meet or exceed standards on the end of year assessment. The results will be used to inform administration and make key decisions about the current instructional program.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator is performance on the Connectors assessment by students in grades 3-12.
6. **CALCULATION METHODOLOGY:** Scores will be reviewed to determine the number of students who meet or exceed standards on this assessment. The total number of students who achieved proficiency will be totaled.
7. **SCOPE:** This indicator applies to a specific group of students in the Connectors program.
8. **CAVEATS:** Scores may vary based on the particular group of students in the Connectors program.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The LSVI school counselor will obtain test results and report them to the administration for analysis and reporting.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

INDICATOR NAME: Number of students in grades 3 -12 participating in LEAP Connect who met proficiency standards in ELA and math.

INDICATOR LaPAS PI CODE: 25204

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the Connectors assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the Connectors program. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator will be used to assess the percentage of students in the Connectors program who meet or exceed standards on the end of year assessment. The results will be used to inform administration and make key decisions about the current instructional program.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources necessary for this indicator are the total number of students taking the assessment, and the number of students who met standards in at least one core content area.
6. **CALCULATION METHODOLOGY:** This indicator will be calculated by dividing the number of students who met standards by the total number of students who took the assessment, and multiplying by 100.
7. **SCOPE:** This indicator applies to a specific group of students in the Connectors program.
8. **CAVEATS:** Results may vary from year to year based on the particular group of students in the Connectors program.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The LSVI school counselor will obtain test results and report them to the administration for analysis and reporting.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 1: By 2028, 65% of students who annually participate in LEAP Connect will meet state proficiency standards in math and ELA.

INDICATOR NAME: Yearly measurable increase in percentage of students in grades 3-12 participating in LEAP Connect ELA/MATH who met proficiency standards.

INDICATOR LaPAS PI CODE: 26645

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and their proficiency on the Connectors assessment, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students in the Connectors program. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator will be used to assess the yearly increase in the ratio of students meeting or exceeding standards on the end of year assessment. The results will be used to inform administration and make key decisions about the current instructional program.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Data sources for this indicator include Connectors tests results spanning several years. Scores will be collected and analyzed at the close of each year.
6. **CALCULATION METHODOLOGY:** Calculations will be used to determine the ratio of students taking and passing the Connectors assessment. Ratios will be compared across years.
7. **SCOPE:** This indicator applies to a specific group of students in the Connectors program.
8. **CAVEATS:** Results may vary from year to year based on the number of students and the specific population we have enrolled in the Connectors Program.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The LSVI school counselor and administrators will obtain the necessary data for analysis and reporting.

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

OBJECTIVE 2: By 2028, 45% of students in grades 3-8 and 9-12 will meet state standards on LEAP, testing in the Louisiana Accountability Program in ELA and Math .

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

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

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

Performance Indicators:

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

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

Outcome: Percentage of students passing required components on LEAP in ELA and math.

Efficiency: Yearly measure increase in the percentage of students tested passing LEAP in ELA and math.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 2: By 2028, 45% of students in grades 3-8 and 9-12 will meet state standards on LEAP, testing in the Louisiana Accountability Program in ELA and Math .

INDICATOR NAME: Number of students taking the LEAP tests in grades 3-8 and 9-12 annually

INDICATOR LaPAS PI CODE: 26641

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps us to identify the number of students annually, who will participate in end of year state assessments. Once identified, the necessary materials will be obtained, and the students will be provided with instruction and remediation throughout the year, which will help ensure they are prepared for success on end of year assessments. The number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** The indicator will be used to identify the number of students testing in each grade, and determine appropriate resources including preparation books, and practice tests, which will support their success on the end of year assessments.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator will be class rosters which identify the number of students in grades 3-12, who will be assessed.
6. **CALCULATION METHODOLOGY:** The number of students in grades 3-8 will be totaled. Additionally, we will add students in grades 9-12 who are taking an LEAP 2025 High School Assessments, or ACT.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jumpstart or diploma track.
8. **CAVEATS:** The number of students in grades 3-12 may vary yearly. Also, students may be counted multiple times in the data if they are taking ACT and LEAP 2025 High School Assessments exams.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's Reporting System. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The LSVI school counselor will review students' schedules to determine the number of students in grades 3-8, and the number of high school students who will be completing assessments.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 2: By 2028, 45% of students in grades 3-8 and 9-12 will meet state standards on LEAP, testing in the Louisiana Accountability Program in ELA and Math.

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

INDICATOR LaPAS PI CODE: 26642

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and tracking their proficiency on various assessments, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator will be used to identify the number of students who passed the required components of the state assessments. The results will be used to inform decisions about curriculum, placement, and instruction.
4. **CLARITY:** The indicator name is clear, concise, and is aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The source of data for this indicator will be state test results for students in grades 3-12 who take applicable assessments. Scores will be collected at various times throughout the year in alignment with the state approved assessment calendar.
6. **CALCULATION METHODOLOGY:** The results will be analyzed and the number of students in grades 3-8 who pass the required components will be totaled. Additionally, the students in grades 9-12 who achieved proficiency on state assessments will be added.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jump Start or diploma track.
8. **CAVEATS:** Scores can vary, based on the specific students enrolled in these grade levels. Additionally, students can take the LEAP 2025 High School Assessments assessment multiple times throughout their high school career. Consistency in reporting will be crucial from year to year. The state may periodically adjust their proficiency standards, which could cause inconsistencies from year to year.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System.

Hard copies of the data will be maintained and filed.

10. **RESPONSIBLE PERSON:** LSVI counselor will provide administration with a copy of the scores for review and analysis.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 2: By 2028, 45% of students in grades 3-8 and 9-12 will meet state standards on LEAP, testing in the Louisiana Accountability Program in ELA and Math.

INDICATOR NAME: Percentage of students passing required components on LEAP in ELA and math.

INDICATOR LaPAS PI CODE: 24463

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

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program. By tracking the number of students testing yearly, and tracking their proficiency on various assessments, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.

3. **USE:** This indicator will be used to identify the percentage of students who passed the required components of the state assessments. The results will be used to inform decisions about curriculum, placement, and instruction.

4. **CLARITY:** This indicator is clear, concise and aligned to the objective.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** State assessment data will be collected for students in grades 3-12. For leap, scores will be collected once in the spring. For LEAP 2025 High School Assessments, scores may be collected twice during the year.

6. **CALCULATION METHODOLOGY:** The number of tests with a proficient score will be divided by the number of tests taken and multiplied by 100.

7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jump Start or diploma track.

8. **CAVEATS:** Scores can vary, based on the specific students enrolled in these grade levels. Additionally, students can take the LEAP 2025 High School Assessments assessment multiple times throughout their high school career. Consistency in reporting will be crucial from year to year. The state may periodically adjust their proficiency standards, which could cause inconsistencies from year to year.

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

10. **RESPONSIBLE PERSON:** LSVI counselor will provide administration with a copy of the scores for review and analysis.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 2: By 2028, 45% of students in grades 3-8 and 9-12 will meet state standards on LEAP, testing in the Louisiana Accountability Program in ELA and Math.

INDICATOR NAME: Yearly measure increase in the percentage of students tested passing LEAP in ELA and math.

INDICATOR LaPAS PI CODE: 26644

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator helps to measure the effectiveness of the current Instructional Program across years. By tracking the number of students testing yearly, and tracking their proficiency on various assessments, we will be able to make necessary adjustments to curriculum and instruction, which will support critical skill acquisition for students. The State Department of Education, in accordance with federal guidelines, has changed the population to which this indicator applied twice recently. Therefore the number and type of students addressed is dependent on state and federal guidelines.
3. **USE:** This indicator will be used to identify the ratio of students who passed the required components of the state assessments. The results will be used to inform decisions about curriculum, placement, and instruction.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** State assessment data will be collected for students in grades 3-12. For leap, scores will be collected once in the spring. For LEAP 2025 High School Assessments, scores may be collected twice during the year.
6. **CALCULATION METHODOLOGY:** Students who passed out of the total number who tested, will be compared to previous years.
7. **SCOPE:** This group includes students in grades 3-12 in tested areas, who are on a Jump Start or diploma track.
8. **CAVEATS:** Scores can vary, based on the specific students enrolled in these grade levels. Additionally, students can take the LEAP 2025 High School Assessments assessment multiple times throughout their high school career. Consistency in reporting will be crucial from year to year. The state may periodically adjust their proficiency standards, which could cause inconsistencies from year to year.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be collected from the Louisiana Department of Education's LEAPweb Reporting System. Hard copies of the data will be maintained and filed.

10. **RESPONSIBLE PERSON:** LSVI counselor will provide administration with a copy of the scores for review and analysis.

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

OBJECTIVE 3 - By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter postsecondary/vocational programs or the workforce.

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

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

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

Performance Indicators:

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

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter postsecondary/vocational programs or the workforce.

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

high school. **INDICATOR LaPAS PI CODE:** 4495

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

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM 3: Instructional//Outreach Program

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter postsecondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 8321

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the effectiveness of the instructional program to transition graduates to be productive members of the mainstreamed community. Information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
3. **USE:** This indicator gives information on post-secondary activity of our exiting students which can then be used to determine coursework offered.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data used is evidence which documents the post- secondary activity of our students. The information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** The number of students who have entered a post- secondary program is totaled.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the pathway of the existing students. Additionally, it may not be possible to get in touch with all exiting students to determine their post-secondary path.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be counted according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The School Counselor who is the transition coordinator is responsible for following up with students and parents to determine post- secondary options.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter postsecondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 8320

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the percentage of students in this category who graduated with high school diplomas or a Certificate of Achievement. It helps to measure the effectiveness of the current instructional program to transition graduates to be productive members of the mainstream community. LSVI files contain copies of diplomas and certificates issued by the State Department of Education.
3. **USE:** This indicator gives information on post-secondary activity of our exiting students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data is evidence which documents the post- secondary activity of our students. The information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** The number of students who entered a post- secondary or vocational program is divided by the number of exiting students, and multiplied by 100.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the pathway of the exiting students. Additionally, it may not be possible to get in touch with all exiting students to determine their post-secondary path.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be counted according to school records. Hard copies of the data will be maintained and filed.

10. **RESPONSIBLE PERSON:** The school counselor who is the Transition Coordinator will be responsible for gathering and reporting this information.

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired - Instructional//Outreach Program

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

OBJECTIVE 3: By 2028, 70% of students exiting from the Instructional Program (other than withdrawals) will enter postsecondary/vocational programs or the workforce.

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

INDICATOR LaPAS PI CODE: 26646

1. **TYPE:** Efficiency **LEVEL:** General Performance Information
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures a yearly increase in the number of students who graduated with high school diplomas or a Certificate of Achievement. It helps to measure the effectiveness of the current instructional program to transition graduates to be productive members of the mainstreamed community. LSVI files contain copies of diplomas and certificates issued by the State Department of Education.
3. **USE:** This indicator gives information on post-secondary activity of our exiting students who graduated with a diploma or certificates of achievement which can then be used in determining coursework offered and making key instructional decisions.
4. **CLARITY:** This indicator is clear and aligned to meeting the long range objective.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data is evidence which documents the post- secondary activity of our students. The information is collected by mail, phone, or email. Some data is collected from students and other data is reported by adults (family members or peers who have interacted with graduates).
6. **CALCULATION METHODOLOGY:** The number of students entering post- secondary options, over the total number of students is compared to the previous year.
7. **SCOPE:** This data represents the LSVI seniors who will be exiting with a diploma, skills certificate, or certificate of achievement.
8. **CAVEATS:** This number may vary from year to year, based on the pathway of the exiting students. Additionally, it may not be possible to get in touch with all exiting students to determine their post-secondary path.

9. **ACCURACY, MAINTENANCE, SUPPORT:** The evidence available to support the accuracy of the data will be counted according to school records. Hard copies of the data will be maintained and filed.
10. **RESPONSIBLE PERSON:** The Academic Improvement Specialist, who is the Transition Coordinator, will be responsible for gathering and reporting this information.

PROGRAM 3 - Louisiana School for the Visually Impaired

Instructional//Outreach Program

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (clothing management, dressing, eating, household chores, hygiene and grooming, and social skills).

Strategy 4.1 - A team consisting of the Dorm Director, Dorm Counselors, and Team Leaders, and Advisors will identify strengths and weaknesses and establish objectives for each child for the year.

Strategy 4.2 - The Dorm Director, Dorm Counselors, and Team Leader will monitor each student's progress each nine weeks. Progress will be recorded and status updates will be forwarded to parents and appropriate school personnel.

Strategy 4.3 - Achievement of student's performance objectives will be evaluated at the end of the school term.

Performance Indicators:

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

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION
PROGRAM 3: Louisiana School for the Visually Impaired
Instructional//Outreach Program

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (clothing management, dressing, eating, household chores, hygiene and grooming, and social skills).

INDICATOR NAME: Number of students who reside in the dormitory.

INDICATOR LaPAS PI CODE: 24471

1. **TYPE:** Input **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills
3. **USE:** Used to target independent living goals defined in individual student's transition plans.
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students with visual impairment(s).
5. **DATA SOURCE, COLLECTION, AND REPORTING:** Supporting data is collected quarterly from dorm attendance records.
6. **CALCULATION METHODOLOGY:** Totals are calculated from dorm attendance records by quarter.
7. **SCOPE:** The calculation is aggregated for the total number of students participating in dormitory programs.
8. **CAVEATS:** Objective 4; PI 2 is calculated by the cumulative/total number of students demonstrating improvement in at least two (2) of six (6) life domains as noted in observational assessment data.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.
10. **RESPONSIBLE PERSON:** Dormitory Director of the identified program.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (clothing management, dressing, eating, household chores, hygiene and grooming, and social skills).

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

INDICATOR LaPAS PI CODE: 24472

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills
3. **USE:** Used to target independent living goals defined in individual student's transition plans.
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students with visual impairment(s).
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The collection of the data for this PI is observation and representative of the life domains defined as essential for independent living skills for students who are visually impaired.
6. **CALCULATION METHODOLOGY:** This observation data, divided into six (6) domains denotes each skill within the domains from dependent to independent using scaled scores.
7. **SCOPE:** Objective 4; PI 2 is calculated by the cumulative/total number of students demonstrating improvement.
8. **CAVEATS:** Objective 4; PI 2 is calculated by the cumulative/total number of students demonstrating improvement in at least two (2) of six (6) life domains as noted in observational assessment data.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.
10. **RESPONSIBLE PERSON:** Dormitory Director of the identified program.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (clothing management, dressing, eating, household chores, hygiene and grooming, and social skills).

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

INDICATOR LaPAS PI CODE: 24473

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills
3. **USE:** Used to target independent living goals defined in individual student's transition plans.
4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students who are visually impaired.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The collection of the data for this PI is observation and representative of the life domains defined as essential for independent living skills for students who have visual impairment(s).
6. **CALCULATION METHODOLOGY:** This observation data, divided into six (6) domains, denotes each skill within the domains from dependent to independent using scaled scores.
7. **SCOPE:** Objective 4; PI 3 is calculated by dividing the total number of students demonstrating improvement in at least two (2) of six (6) life domains by the total number of students residing in the dorm. For example: As a result of dormitory program activities targeting independent living skills, 20 out of 30 students ($20/30 = 67\%$) residing in dormitory program, demonstrate improvement in at least two (2) of six (6) life domains.
8. **CAVEATS:** No
9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.
10. **RESPONSIBLE PERSON:** Dormitory Director of the identified program.

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 4: By 2028, 80% of dormitory students will demonstrate improvement in at least two of the six life domains (clothing management, dressing, eating, household chores, hygiene and grooming, and social skills).

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

INDICATOR LaPAS PI CODE: 26351

TYPE: Efficiency **LEVEL:** Key

2. **RATIONALE, RELEVANCE, RELIABILITY:** Relevant and meaningful to independent living skills

3. **USE:** Used to target independent living goals defined in individual student's transition plans.

4. **CLARITY:** Yes, this indicator clearly defines domains related to independent daily living skills for students who are visually impaired.

5. **DATA SOURCE, COLLECTION, AND REPORTING:** The collection of the data for this PI is observation and representative of the life domains defined as essential for independent living skills for students who are visually impaired.

6. **CALCULATION METHODOLOGY:** Objective 4; PI 4 is calculated by dividing the total number of students demonstrating improvement in at least two (2) of six (6) life domains by the total number of students residing in the dorm by quarter for a cumulative annual measure. For example: As a result of dormitory program activities targeting independent living skills, in Q1, 10 out of 30 students ($10/30 = 33\%$) residing in dormitory program, demonstrate improvement in at least two (2) of six (6) life domains; in Q2, 15/30 students ($15/30 = 50\%$), in Q3, 20 out of 30 students demonstrate improvement ($20/30 = 67\%$), and in Q4, 25 out of 30 students demonstrate improvement ($25/30 = 83\%$).

7. **SCOPE:** Objective 4; PI 4 is calculated by dividing the total number of students demonstrating improvement in at least two (2) of six (6) life domains by the total number of students residing in the dorm by quarter for a cumulative annual measure. For example: As a result of dormitory program activities targeting independent living skills, in Q1, 10 out of 30 students ($10/30 = 33\%$) residing in dormitory program, demonstrate improvement in at least two (2) of six (6) life domains; in Q2, 15/30 students ($15/30 = 50\%$), in Q3, 20 out of 30 students demonstrate improvement ($20/30 = 67\%$), and in Q4, 25 out of 30 students demonstrate improvement ($25/30 = 83\%$).

8. **CAVEATS:** No

9. **ACCURACY, MAINTENANCE, SUPPORT:** Although not requested to date by legislative auditor, this data is electronically maintained in an excel format in dormitory records.

10. **RESPONSIBLE PERSON:** Dormitory Director of the identified program.

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families

Strategy 5.1 - LSVI PPEP Outreach Teachers will work to become the single point of entry for children newly identified with vision loss, and maintain professional relationships with the professionals who diagnose visually impaired children born in Louisiana.

Strategy 5.2 - LSVI PPEP Outreach Teachers will provide best practice services to children who are visually impaired ages 0-3.

Strategy 5.3 - LSVI PPEP Outreach Teachers will provide information requested towards the completion of Individual Family Service Plans (IFSPs) and/or initial evaluations on those students turning age 3, so these students are able to enter an educational program that will meet their needs.

Performance Indicators:

Input: Number of referrals of children to PPEP/Outreach.

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Number of active referrals received.

INDICATOR LaPAS PI CODE: 25097

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

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator outlines the number of referrals received of children for PPEP.

3. **Use:** This indicator gives information on the number of students with visual impairments that have been identified and referred to PPEP for appropriate services during their first three years of life. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested.

4. **CLARITY:** This indicator is clear, concise, and aligned to the objective

5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources utilized are documented referrals of children to PPEP. Student files in Outreach Department or the Outreach Teachers' home offices contain copies referral documentation, general student information, and documentation of hearing loss.

6. **CALCULATION METHODOLOGY:** The number of children referred to PPEP is totaled.

7. **SCOPE:** This indicator includes children ranging in ages from 0-3 which have identified visual impairments.

8. **CAVEATS:** None

9. **ACCURACY, MAINTENANCE, SUPPORT:** Outreach Department and Outreach Teacher files contain information on services provided to these students and their families.

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

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Number of children receiving services

INDICATOR LaPAS PI CODE: 25098

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

2. RATIONALE, RELEVANCE, RELIABILITY: This indicator identifies the number of students/families served by LSVI. This indicator is important, because it helps us to identify children early on, and provide appropriate services during their first three years of life. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested. Additionally, serving these families plays a key role in forming relationships with potential families and students.

3. Use: This indicator gives us information on the number of students served, and the types of services provided. This will help us, as we determine the staffing needs, and types of services most commonly requested. The more information we have, the more effectively we can serve our students and families.

4. CLARITY: This indicator is clear, concise, and aligned to the objective

5. DATA SOURCE, COLLECTION, AND REPORTING: The data sources for this indicator are student service logs. Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.

6. CALCULATION METHODOLOGY: Database maintained with the notation of what type of services provided and reviewed to give a total state count quarterly.

7. SCOPE: This indicator includes children ranging in ages from 0-3 which have identified visual impairments.

8. CAVEATS: The number of students served may vary based on our staffing capacity.

9. ACCURACY, MAINTENANCE, SUPPORT: LSVI PPEP files contain information on services provided to these students and their families.

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Percentage of referred students served

INDICATOR LaPAS PI CODE: 25099

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

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the percentage of students/families served by LSVI. This indicator is important, because it helps us to identify children early on, and provide appropriate services during their first three years of life. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested. Additionally, serving these families plays a key role in forming relationships with potential families and students.

3. **USE:** This indicator gives information on the percentage of students' ages 0-3 with visual impairments that have been served through outreach. This will help us, as we determine the staffing needs, and types of services most commonly requested. The more information we have, the more effectively we can serve our students and families.

4. **CLARITY:** This indicator is clear, concise, and aligned to the objective

5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources for this indicator are student referrals and student service logs. Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.

6. **CALCULATION METHODOLOGY:** The number of students who requested services will be divided by the number of students who were served then multiplied by 100%.

7. **SCOPE:** This indicator includes children ranging in ages from 0-3 which have identified visual impairments.

8. **CAVEATS:** The number of students served may vary based on our staffing capacity.

9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI PPEP files contain information on services provided to these students and their families.

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

PERFORMANCE INDICATOR DOCUMENTATION

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

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Number of student/family services to include: visits, individualized family service plan meetings, family contacts, professional contacts and workshops presented/ attended to educate families and professionals regarding appropriate children education.

INDICATOR LaPAS PI CODE: 25101

1. **TYPE:** Output **LEVEL:** Supporting
2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator identifies the number of students/families served by LSVI.
3. **USE:** This indicator is important, because it helps us to identify children early on, and provide appropriate services during their first three years of life. The indicator will help us to prioritize needs by helping us to determine the types of services which are most frequently requested. Additionally, serving these families plays a key role in forming relationships with potential families and students. impairments that have been identified and referred to PPEP for appropriate services during their first three years of life.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objectives.
5. **DATA SOURCE, COLLECTION, AND REPORTING:** The data sources for this indicator are student service logs. Student
6. **CALCULATION METHODOLOGY:** The data sources for this indicator are student service logs. Student files in the Outreach Teachers' home offices contain information on services provided to students and their families.
7. **SCOPE:** This indicator includes children ranging in ages from 0-3 which have identified visual impairments.
8. **CAVEATS:** The number of students served may vary based on our staffing capacity.
9. **ACCURACY, MAINTENANCE, SUPPORT:** LSVI PPEP files contain information on services provided to these students and their families.
10. **RESPONSIBLE PERSON:** LSVI PPEP Outreach Teachers, Coordinator of PPEP, and Director of Outreach.

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

INDICATOR NAME: Cost per child and PPEP/ Outreach

INDICATOR LaPAS PI CODE: 25102

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

PERFORMANCE INDICATOR DOCUMENTATION

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

OBJECTIVE 5: By FY 2028, provide Parent Pupil Education Program services to at least 75 students with visual impairments and their families.

INDICATOR NAME: PPEP percentage of Instructional Budget

INDICATOR LaPAS PI CODE: 25103

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

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

Objective 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

Strategy 6.1 - Work closely with parishes to determine as early as possible the textbook needs for the subsequent school year in order to ensure delivery of textbooks prior to the opening of the school year.

Strategy 6.2 - Develop a plan to retrieve a higher percentage of returned textbooks from parishes at the end of the school year, which would allow a larger selection of books for redistribution.

Performance Indicators:

Input: Number of requests received for materials from LIMC.

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired -Instructional/Educational Services Program

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

OBJECTIVE 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

INDICATOR NAME: Number of orders for materials filled annually from patrons of the LIMC.

INDICATOR LaPAS PI Code: 24474

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

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired -Instructional/Educational Services Program

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

OBJECTIVE 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

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

INDICATOR LaPAS PI Code: 24475

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

2. **RATIONALE, RELEVANCE, RELIABILITY:** This indicator measures the number of requests filled by the LIMC. It helps us to determine the effectiveness of the LIMC's performance of supplying resources to blind/visually impaired students across the state. Upon analysis of this data, we will be able to determine strengths, weaknesses, and needs, and make necessary adjustments in order to make progress towards achieving our goal.

3. **USE:** This indicator will be used to evaluate the LIMC's current practices and make necessary adjustments.

4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.

5. **DATA COLLECTION PROCEDURES/SOURCE:** The data used for this indicator is documentation of orders filled by the LIMC.

6. **CALCULATION METHODOLOGY:** The number of orders processed through the year will be totaled.

7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana, and the students they serve.

8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.

9. **ACCURACY, MAINTENANCE, SUPPORT:** Data is recorded in a database maintained via vendor contract.

10. **RESPONSIBLE PERSON:** LIMC Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired -Instructional/Educational Services Program

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

OBJECTIVE 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

INDICATOR NAME: Number of registered blind and visually impaired students statewide that received services from LIMC annually.

INDICATOR LaPAS PI Code: 24476

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

2. **RATIONALE, RELEVANCE, RELIABILITY:**

3. **USE:** This indicator will be used to evaluate the overall effectiveness of the LIMCs current practices and make necessary adjustments.

4. **CLARITY:** This indicator is clear, and aligned to the objective.

5. **DATA COLLECTION PROCEDURES/SOURCE:** This data source for this indicator includes documentation of the number of requests received, and the number of requests filled.

6. **CALCULATION METHODOLOGY:** The number of requests filled, will be divided by the number of requests received and multiplied by 100.

7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana, and the students they serve.

8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.

9. **ACCURACY, MAINTENANCE, SUPPORT:** Data is recorded in a database maintained via vendor contract.

10. **RESPONSIBLE PERSON:** LIMC Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired -Instructional/Educational Services Program

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

OBJECTIVE 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

INDICATOR NAME: Percentage of registered blind and visually impaired students statewide that received services from LIMC annually.

INDICATOR LaPAS PI Code: 24477

1. **TYPE:** Efficiency **LEVEL:** Supporting
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator measures the percentage of requests filled by the LIMC. It helps us to determine the effectiveness of the LIMC's performance of supplying resources to blind/visually impaired students across the state. Upon analysis of this data, we will be able to determine strengths, weaknesses, and needs, and make necessary adjustments in order to make progress towards achieving our goal.
3. **USE:** This indicator will be used to evaluate the overall effectiveness of the LIMC's current practices and make necessary adjustments.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data source for this indicator includes documentation of the number of requests received, and the number of requests filled.
6. **CALCULATION METHODOLOGY:** The number of students who receive orders will be calculated as a percentage.
7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana, and the students they serve.
8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data is recorded in a database maintained via vendor contract.
10. **RESPONSIBLE PERSON:** LIMC Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired -Instructional/Educational Services Program

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

OBJECTIVE 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

INDICATOR NAME: Number of requests for materials received annually from patrons of the LIMC

INDICATOR LaPAS PI Code: 24478

1. **TYPE:** Efficiency **LEVEL:** Supporting
2. **RATIONAL, RELEVANCE, RELIABILITY:**
3. **USE:** This indicator will be used to evaluate the overall effectiveness of the LIMC's current practices and make necessary adjustments.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data source for this indicator includes documentation of the number of requests received, and the number of requests filled.
6. **CALCULATION METHODOLOGY:**
7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana, and the students they serve.
8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data is recorded in a database maintained via vendor contract.
10. **RESPONSIBLE PERSON:** LIMC Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Louisiana School for the Visually Impaired -Instructional/Educational Services Program

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

OBJECTIVE 6: By 2028, LSVI will fill at least 80% of the requests received from the patrons of Louisiana Instructional Materials Center (LIMC) for Braille and large print materials and educational kits supplied annually.

INDICATOR NAME: Number of registered blind and visually impaired students statewide.

INDICATOR LaPAS PI Code: 24479

1. **TYPE:** Efficiency **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This is the number of students who have visual impairments in the state of Louisiana including Louisiana School for the Visually Impaired. Each student is registered with a doctor's report or functional vision assessment.
3. **USE:** This indicator will be used to determine the percentage of students that require our support and services.
4. **CLARITY:** This indicator is clear, concise, and aligned to the objective.
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data sources for this indicator are requests sent to the LIMC. The number of requests will be totaled quarterly.
6. **CALCULATION METHODOLOGY:** The number of registered students will be total each quarter.
7. **SCOPE:** This includes LEAs throughout various parishes in Louisiana and the students they serve.
8. **CAVEATS:** Based on volume of orders, and staffing capacity, the number of orders filled may vary.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data is recorded in a database maintained via vendor contract.
10. **RESPONSIBLE PERSON:** LIMC Director

PROGRAM 4 - SPECIAL SCHOOL PROGRAMS

Program Authorization: R.S. 17:1941-1958; R.S. 17:1987; P.L. 98-199 as amended; Rehabilitation Act of 1973.

Mission: The mission of the Special Schools Programs is to provide special education and related services to children with exceptionalities who are enrolled in State-operated programs and to provide appropriate educational services to eligible children enrolled in State-operated mental health facilities.

Goal: The goal of the Special Schools Programs is to ensure that all children can learn and grow to become productive citizens, regardless of their particular status or situation.

Activities Summary:

- To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher with DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.
- To assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.
- Students in SSD will agree that they are receiving valuable educational experiences and are actively engaged in class as shown by 90% of students in SSD facilities agreeing to these conditions.
- Students in OCDD and mental health facilities will demonstrate positive behavior as shown by 90% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior.
- SSD will provide special education services to students in DOC facilities so that 15% will attain a HSET before being discharged.
- SSD will implement instruction and assessment to ensure academic progress for challenging students in OCDD facilities as shown by 70% of the students showing increased academic progress as measured using LEAP Connectors.

OBJECTIVE 1: To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

Strategy 1.1 -

Performance Indicators:

Outcome: Average number of students served

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 1: To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

INDICATOR NAME: Average number of students served

INDICATOR LaPAS PI Code: 9678

- 1. TYPE: Outcome LEVEL: Key
- 2. RATIONAL, RELEVANCE, RELIABILITY: This indicator will allow the district to ensure that teacher student ratios are maintained in order to provide an environment conducive to learning for all students. Keeping the ratios low will ensure that instruction will impact academic performance.
- 3. USE: The data will be used to monitor the teacher student ratio and make adjustments where and when needed for continued student academic growth.
- 4. CLARITY: This indicator contains language which is clear, concise and is aligned to the objective being measured.
- 5. DATA COLLECTION PROCEDURES/SOURCE: The data will be obtained from the Human Resources Department as well as data obtained from the district's student enrollment data systems.
- 6. CALCULATION METHODOLOGY: The data is a count of students served.
- 7. SCOPE: This data will be reported quarterly;
- 8. CAVEATS: Student enrollment in the programs is not stable and the ratio of students to teachers is subject to constant changes.
- 9. ACCURACY, MAINTENANCE, SUPPORT: the data will be obtained from the district's student enrollment data bases as well as the Human Resources Department
- 10. RESPONSIBLE PERSON: Human Resources and District's Data Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

OBJECTIVE 1: To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

INDICATOR NAME: Number of students per teacher in mental health facilities

INDICATOR LaPAS PI Code: 5829

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator will allow the district to ensure that teacher student ratios are maintained in order to provide an environment conducive to learning for all students. Keeping the ratios low will ensure that instruction will impact academic performance.
3. **USE:** The data will be used to monitor the teacher student ratio and make adjustments where and when needed for continued student academic growth.
4. **CLARITY:** Yes
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data will be obtained from the Human Resources Department as well as data obtained from the district's student enrollment data systems.
6. **CALCULATION METHODOLOGY:** The data is a count of students served.
7. **SCOPE:** This data will be reported quarterly;
8. **CAVEATS:** Student enrollment in the programs is not stable and the ratio of students to teachers is subject to constant changes.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The data will be obtained from the district's student enrollment data bases as well as the Human Resources Department.
10. **RESPONSIBLE PERSON:** Human Resources and District's Data Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

OBJECTIVE 1: To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

INDICATOR NAME: Number of students per teacher in OCDD facilities.

INDICATOR LaPAS PI Code: 5830

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator will allow the district to ensure that teacher student ratios are maintained in order to provide an environment conducive to learning for all students. Keeping the ratios low will ensure that instruction will impact academic performance.
3. **USE:** The data will be used to monitor the teacher student ratio and make adjustments where and when needed for continued student academic growth.
4. **CLARITY:** This indicator contains language which is clear, concise and is aligned to the objective being measured.
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data will be obtained from the Human Resources Department as well as data obtained from the district's student enrollment data systems.
6. **CALCULATION METHODOLOGY:** The data is a count of students served.
7. **SCOPE:** This data will be reported quarterly;
8. **CAVEATS:** Student enrollment in the programs is not stable and the ratio of students to teachers is subject to constant changes.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The data will be obtained from the district's student enrollment data bases as well as the Human Resources Department.
10. **RESPONSIBLE PERSON:** SSP Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 1: To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

INDICATOR NAME: Number of students per teacher in DOC facilities

INDICATOR LaPAS PI Code: 5831

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator will allow the district to ensure that teacher student ratios are maintained in order to provide an environment conducive to learning for all students. Keeping the ratios low will ensure that instruction will be impact academic performance
3. **USE:** The data will be used to monitor the teacher student ratio and make adjustments where and when needed for continued student academic growth.
4. **CLARITY:** This indicator contains language which is clear, concise and is aligned to the objective being measured.
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data will be obtained from the Human Resources Department as well as data obtained from the district's student enrollment data systems.
6. **CALCULATION METHODOLOGY:** The data is a count of students served.
7. **SCOPE:** Reported quarterly
8. **CAVEATS:** Student enrollment in the programs is not stable and the ratio of students to teachers is subject to constant changes.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The data will be obtained from the district's student enrollment data bases as well as the Human Resources Department.
10. **RESPONSIBLE PERSON:** Human Resources and District's Data Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 1: To maintain, in each type of facility, appropriate teacher/student ratios such that there will be 10.0 students per teacher in mental health facilities, 8 students per teacher in OCDD (Office of Citizens with Developmental Disabilities), 10 students per teacher in DOC (Department of Corrections) and 8 students per teacher in OJJ (Office of Juvenile Justice) facilities.

INDICATOR NAME: Number of students per teacher in OJJ facilities

INDICATOR LaPAS PI Code: 21080

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator will allow the district to ensure that teacher student ratios are maintained in order to provide an environment conducive to learning for all students. Keeping the ratios low will ensure that instruction will impact academic performance.
3. **USE:** The data will be used to monitor the teacher student ratio and make adjustments where and when needed for continued student academic growth.
4. **CLARITY:** This indicator contains language which is clear, concise and is aligned to the objective being measured.
5. **DATA COLLECTION PROCEDURES/SOURCE:** The data will be obtained from the Human Resources Department as well as data obtained from the district's student enrollment data systems.
6. **CALCULATION METHODOLOGY:** The data is a count of students served.
7. **SCOPE:** The data will be reported quarterly.
8. **CAVEATS:** Student enrollment in the programs is not stable not the ratio of students to teacher is subject to constant changes.
9. **ACCURACY, MAINTENANCE, SUPPORT:** The data will be obtained from the district's student enrollment databases as well as the Human Resources Department.
10. **RESPONSIBLE PERSON:** Human Resources and District' Data Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 2: To assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

INDICATOR NAME: Percentage of students demonstrating one month grade level increase per one month of instruction in SSD.

INDICATOR LaPAS PI Code: 20406

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the performance of students meeting proficient on the state's educational assessment program. This indicator will reflect the level of instruction being provided to students. It is relevant because it will indicate a student's academic success and **preparedness for postsecondary. The state's educational assessment program is reliable.**
3. **USE:** This data will inform the district of students' performance in English Language Arts and math. It will also be used to determine how best to address instructional needs of students in order to improve performance on the Louisiana Assessment Program assessments. It will also provide data to support instructional personnel and materials as indicated.
4. **CLARITY:** Yes
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be pulled from the Louisiana Department of Education's database annually after students are assessed and data is released.
6. **CALCULATION METHODOLOGY:** Official assessment results will be utilized. The number of students assessed divided by the number of students meeting the criteria.
7. **SCOPE:** The assessment occurs in the spring, summer (if required) and fall of each year.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact performance on the assessment.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data to support accuracy will be derived from the Louisiana Department of Education databases.
10. **RESPONSIBLE PERSON:** SSP Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 2: To assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

INDICATOR NAME: Percent of students in the DOC facilities demonstrating one month grade level increase per one month instruction in math.

INDICATOR LaPAS PI Code: 23257

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the performance of students meeting proficient on the state's educational assessment program. This indicator will reflect the level of instruction being provided to students. It is relevant because it will indicate a student's academic success and preparedness for postsecondary. The state's educational assessment program is reliable.
3. **USE:** This data will inform the district of Department of Corrections students' performance in math. It will provide data to support instructional personnel and materials as indicated.
4. **CLARITY:** Yes
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be obtained from the Department of Corrections Education Department.
6. **CALCULATION METHODOLOGY:** Official assessment results will be utilized. The number of students assessed divided by the number of students meeting the criteria in math.
7. **SCOPE:** The assessment occurs quarterly each year.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact performance on the assessment.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data to support accuracy will be derived from the Department of Corrections Education Department databases.
10. **RESPONSIBLE PERSON:** SSP Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

OBJECTIVE 2: To assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

INDICATOR NAME: Percent of students in the DOC facilities demonstrating one month grade level increase per one month instruction in reading.

INDICATOR LaPAS PI Code: 23260

1. **TYPE: LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the performance of students meeting proficient on the state's educational assessment program. This indicator will reflect the level of instruction being provided to students. It is relevant because it will indicate a student's academic success and preparedness for postsecondary. The state's educational assessment program is reliable.
3. **USE:** This data will inform the district of Department of Corrections students' performance in math. It will provide data to support instructional personnel and materials as indicated.
4. **CLARITY:** Yes
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be obtained from the Department of Corrections Education Department.
6. **CALCULATION METHODOLOGY:** Official assessment results will be utilized. The number of students assessed divided by the number of students meeting the criteria in reading.
7. **SCOPE:** The assessment occurs quarterly each year.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact performance on the assessment.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data to support accuracy will be derived from the Department of Corrections Education Department databases.
10. **RESPONSIBLE PERSON:** SSP Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

OBJECTIVE 2: To assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

INDICATOR NAME: Percent of students in the OJJ facilities demonstrating one month grade level increase per one month instruction in math.

INDICATOR LaPAS PI Code: 23259

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the performance of students meeting proficient on the state's educational assessment program. This indicator will reflect the level of instruction being provided to students. It is relevant because it will indicate a student's academic success and preparedness for postsecondary. The state's educational assessment program is reliable.
3. **USE:** This data will inform the district of students' performance in math for grades 6-12. It will also be used to determine how best to address instructional needs of students in order to improve performance on the Louisiana Assessment Program assessments. It will also provide data to support instructional personnel and materials as indicated.
4. **CLARITY:** Yes
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be pulled from the Louisiana Department of Education's database annually after students are assessed and data is released.
6. **CALCULATION METHODOLOGY:** Official assessment results will be utilized. The number of students assessed divided by the number of students meeting the criteria.
7. **SCOPE:** The assessment occurs in the spring, summer (if required) and fall of each year.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact performance on the assessment.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data to support accuracy will be derived from the Louisiana Department of Education databases.
10. **RESPONSIBLE PERSON:** SSP Director

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 2: To assure that students are receiving instruction based on their individual needs, such that 50% of all students will demonstrate a one month grade level increase for one month's instruction in SSD.

INDICATOR NAME: Percent of students in the OJJ facilities demonstrating one month grade level increase per one month instruction in reading.

INDICATOR LaPAS PI Code: 25726

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the performance of students meeting proficient on the state's educational assessment program. This indicator will reflect the level of instruction being provided to students. It is relevant because it will indicate a student's academic success and preparedness for postsecondary. The state's educational assessment program is reliable.
3. **USE:** This data will inform the district of students' performance in English Language Arts for grades 6-12. It will also be used to determine how best to address instructional needs of students in order to improve performance on the Louisiana Assessment Program assessments. It will also provide data to support instructional personnel and materials as indicated.
4. **CLARITY:** Yes
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be pulled from the Louisiana Department of Education's database annually after students are assessed and data is released.
6. **CALCULATION METHODOLOGY:** Official assessment results will be utilized. The number of students assessed divided by the number of students meeting the criteria.
7. **SCOPE:** The assessment occurs in the spring, summer (if required) and fall of each year.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact performance on the assessment.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data to support accuracy will be derived from the Louisiana Department of Education databases.
10. **RESPONSIBLE PERSON:** SSP Director

PROGRAM 4 Special School Programs

OBJECTIVE 3: Students in OCDD and mental health facilities will demonstrate positive behavior as shown by 90% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior.

Strategy 3.1 -

Performance Indicators:

Outcome: Percentage of students in OCDD facilities demonstrating positive behavior.

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 3: Students in OCDD and mental health facilities will demonstrate positive behavior as shown by 90% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior.

INDICATOR NAME: Percentage of students in OCDD facilities demonstrating positive behavior.

INDICATOR LaPAS PI Code: 24053

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the impact of social emotional learning of students in the classroom.
3. **USE:** This data will inform the district on the efficacy of social emotional learning employed in the classroom setting.
4. **CLARITY:** This indicator contains language which is clear, concise and is aligned to the objective being measured.
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be obtained quarterly.
6. **CALCULATION METHODOLOGY:** The number of students receiving instruction divided by the number of students exhibiting positive behavior.
7. **SCOPE:** Obtained each quarter.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact quality of responses. Data collected may be subjective based on the respondent's definition of positive versus negative behavior.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data will be obtained from using likert scale
10. **RESPONSIBLE PERSON:** Regional Coordinator

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 4: Students in OCDD and mental health facilities will demonstrate positive behavior as shown by 90% of students in OCDD and 90% in mental health facilities demonstrating this positive behavior.

INDICATOR NAME: Percentage of students in mental health facilities demonstrating positive behavior.

INDICATOR LaPAS PI Code: 24054

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the impact of positive classroom behaviors on the impact of academic performance in the classroom.
3. **USE:** This data will inform the district of how best to employ behavior interventions in the classroom setting.
4. **CLARITY:** This indicator contains language which is clear, concise and is aligned to the objective being measured.
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be obtained quarterly.
6. **CALCULATION METHODOLOGY:** The number of students receiving instruction divided by the number of students exhibiting positive behavior.
7. **SCOPE:** Obtained each quarter.
8. **CAVEATS:** Some students may present with challenging behaviors which may impact quality of responses. Data collected may be subjective based on the respondent's definition of positive versus negative behavior.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data will be obtained from using likert scale
10. **RESPONSIBLE PERSON:** Regional Coordinator

PROGRAM 4 Special School Programs

OBJECTIVE 4: SSD will provide special education services to students in DOC facilities so that 10% will pass the HiSET-High School Equivalency Test (formally the GED) before being discharged.

Strategy 4.1 -

Performance Indicators:

Outcome: Percentage of students in DOC facilities to pass the HiSET-High School Equivalency Test (formally the GED).

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

OBJECTIVE 4: SSD will provide special education services to students in DOC facilities so that 10% will pass the HiSET-High School Equivalency Test (formally the GED) before being discharged.

INDICATOR NAME: Percentage of students in DOC facilities to pass the HiSET-High School Equivalency Test (formally the GED).

INDICATOR LaPAS PI Code: 24057

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** This indicator was chosen to capture the impact of instruction on the students in Department of Corrections facilities and their academic achievement on the high school equivalency test.
3. **USE:** This data will inform the district of the impact of instruction in Department of Corrections facilities as measured by the students' ability to pass their High School Equivalency Test (HiSET).
4. **CLARITY:** This indicator contains language which is clear, concise and is aligned to the objective being measured.
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data will be reported each quarter
6. **CALCULATION METHODOLOGY:** The number of students receiving their HiSET.
7. **SCOPE:** Reported each quarter
8. **CAVEATS:** This data is dependent on the Department of Corrections testing eligibility criteria as well as the number of students who meet criteria to participate and remain in the educational program.
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data will be obtained from the Department of Corrections database
10. **RESPONSIBLE PERSON:** SSP Director

PROGRAM 4 Special School Programs

OBJECTIVE 5: By 2028, SSD will implement instruction and assessment to ensure academic progress for challenging students in OCDD facilities so that 50% of the students participating in Louisiana Education Assessment Program alternate assessment will attain a score of 'at goal' in either math or ELA.

Strategy 5.1 -

Performance Indicators:

Outcome: Percentage of students in OCDD facilities participating in the Louisiana Education Assessment Program alternate assessment attaining a score of 'at goal.'

PERFORMANCE INDICATOR DOCUMENTATION

PROGRAM: Special School Programs

ACTIVITY: To provide special education services to students who are located in state operated facilities.

OBJECTIVE 5: By 2028, SSD will implement instruction and assessment to ensure academic progress for challenging students in OCDD facilities so that 50% of the students participating in Louisiana Education Assessment Program alternate assessment will attain a score of 'at goal' in either math or ELA.

INDICATOR NAME: Percentage of students in OCDD facilities participating in the Louisiana Education Assessment Program alternate assessment attaining a score of 'at goal'.

INDICATOR LaPAS PI Code: 24058

1. **TYPE:** Outcome **LEVEL:** Key
2. **RATIONAL, RELEVANCE, RELIABILITY:** Indicator chosen because 95% of OCDD student population participate in Louisiana Alternate Assessment Program.
3. **USE:** This data will inform the district of the impact of instruction on the OCDD student population and involve decisions relevant to instructional needs.
4. **CLARITY:** Clearly defines what is being measured-language is clear and concise.
5. **DATA COLLECTION PROCEDURES/SOURCE:** This data collected will be obtained from the Louisiana Department of Education database.
6. **CALCULATION METHODOLOGY:** Calculated yearly utilizing test data; dividing the number of participants by the number of students attaining an achievement level of 'At goal'
7. **SCOPE:** Data can be disaggregated by state, district, school/program; combined with indicators for other client groups in order to measure total client population.
8. **CAVEATS:** No limitations
9. **ACCURACY, MAINTENANCE, SUPPORT:** Data will be obtained from the Department of Corrections database.
10. **RESPONSIBLE PERSON:** SSP Director