MEMORANDUM

To: Board of Regents

From: Board Office

Date: May 7, 2001

Subject: Presentation of the Iowa School for the Deaf Strategic Plan,
               2001-2006

Recommended Action:

Receive the Iowa School for the Deaf Strategic Plan for 2001-2006.

Executive Summary:

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

ISD's statements on mission, beliefs, vision, and values in its strategic plan for 2001-2006 are unchanged from the previous strategic plan. The four Key Result Areas have been modified primarily to provide more specific dates, performance targets, and prioritization strategies.

As will be noted by Superintendent William Johnson and members of the ISD staff in their presentation of the strategic plan, the most significant changes will be in the primary benchmarks (See Attachment, pages 13-17). In the next five years, ISD will emphasize the areas of student performance in math, reading, science, career development (and transition), and student family/community involvement. The ISD Advisory Committee has reviewed the new strategic plan and made recommendations for a reorganization of the benchmarks by key result areas.

Background and Analysis:

At the November 2000 Board meeting, the ISD administration requested that a discussion of its new strategic plan be postponed until May 2001, in light of ISD's preparation for the March 2001 site visit by accreditation review teams from the North Central Association and the Conference of Educational Administration Serving the Deaf.   The Board concurred.

In the development of its self-study document for the accreditation visit, the faculty and staff of ISD reviewed the curriculum, student services, facilities, faculty and staff qualifications and training, and assessment instruments. Surveys of community leaders were conducted, as well as surveys of students' families. ISD analyzed post-graduation choices of those completing its program, and the services provided by the School to area education agencies and local school districts. The revisions in its strategic plan were based on the recommendations of faculty and support staff, a national consultant who had conducted the surveys for the institution, and the ISD Advisory Committee.
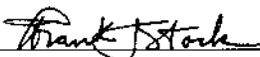
In Key Result Area 1.0, Administrative and Teaching Personnel, proposed changes relate to staff development, increased focus on daily living skills of students, and staff compensation. In Key Result Area 2.0, Programming [Curriculum], ISD proposes to develop prioritized lists of unmet needs, to direct more attention in the curriculum to reading, literacy, newborn screening, and student/adult mentoring programs. Teachers and staff will develop portfolios for all students and increase efforts in student evaluation. In Key Result Area 3.0, Maintenance, ISD will enhance its efforts to better identify and deal with maintenance/replacement plans. In Key Result Area 4.0, Accountability, the plan calls for an annual review of the Employee Handbook.

Over 20 new benchmarks are called for in the strategic plan. The ISD Advisory Committee, at its spring meeting, suggested that the benchmarks needed to be clustered under specific areas and prioritized. As now presented, ISD has identified some benchmarks as primary and others as secondary. On pages 11-13, the primary benchmarks are grouped according to four subject areas – math, reading, science, and career development. The ISD staff offers some additional benchmarks in a fifth area, student family/community involvement. The institution asserts that the establishment of new assessment measures will occur at different times, with determination of success coming over a period of years, from next year to FY 2007.

The ISD strategic plan is supplemented with data relating to the benchmarks from the current strategic plan. Other data from the performance indicators and common data sets of all Regent institutions is also provided.

In the future, the ISD planning efforts will need to be scheduled consistent with the Board's planning timetable, including a review by the ISD Advisory Committee. The next report will be due November 2001.
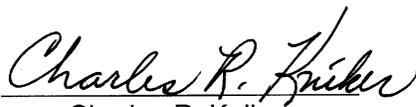
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IOWA SCHOOL FOR THE DEAF

STRATEGIC PLAN

REVISED 3-01

<u>MISSION</u>

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

BELIEFS

1. Learning is a process that occurs in all aspects of life.

2. Deaf and hard of hearing students are the central focus of our learning vision.

3. Deaf and hard of hearing students deserve the most appropriate individual learning environment.

4. Our educational systems must be comprehensive to respond to the individual needs of deaf and hard of hearing learners.

5. The role and importance of deaf culture and heritage should be recognized and fostered.

VISION

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States.

The school will develop measurable standards to assess its effectiveness; and will utilize multiple criteria to demonstrate its accountability and progress toward attaining its goals and objectives.

VALUES

The Iowa School for the Deaf values the pursuit of optimal educational and personal growth for each student.

KEY RESULT AREA

1.0.0 Quality teaching, pupil personnel and administrative services are a key priority at the Iowa School for the Deaf.

OBJECTIVE

1.1.0 Meritorious teaching will be recognized each year.

    1.1.1. The school will fund a teacher merit salary program.

    1.1.2 The school will utilize the Performance Based Teacher Evaluation Program to recognize meritorious teaching.

    1.1.3 The school will implement programs to reward teaching excellence exclusive of the merit salary program (e.g., employee of the quarter, staff development opportunities.)

1.2.0 Staff development opportunities will be provided to all staff on an annual basis.

    1.2.1. Every two years the school will assess staff development needs.

    1.2.2. Each year the school will provide each staff person with at least 40 hours of staff development activities.

    1.2.3. Each year the school will enable at least 20% of the staff to participate in external staff development activities.

    1.2.4. The school will have as a target that at least .5% of the basic state appropriation will be used for staff development activities.

1.3.0 Quality teaching will be fostered by providing or reallocating resources that enable the instructional outcomes stated in the IEPs to occur.

    1.3.1. Each year the administrative team will develop a prioritized list of recommended quality programs that will focus on the educational and development needs of the students.

    1.3.2. Each year the school administration will put a focus on at least one quality instructional program through reallocation of resources or receipt of new funds to implement such.

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

1.4.0 The Student Life Program will have opportunities for family based education.

    1.4.1. The student life curriculum will be reviewed, revised, and expanded to address daily living skills of the students.

    1.4.2. Annually, the student life administration team will maintain staff/student ratios of 1:6 and also develop special needs staffing arrangements.

    1.4.3. Life skills and student enrichment activities will be provided weekly to all students.

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

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

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

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

    1.5.4. Sign language proficiency skills and procedures have been established for merit personnel. They will be implemented.

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

    1.6.1. Continue to emphasize efforts to recruit underrepresented classes on the ISD campus.

    1.6.2. Every professional or certified job vacancy will be advertised at post-secondary programs specifically designed for the deaf.

    1.6.3. An emphasis will be made to recruit additional male staff for faculty and residential counselor positions.

1.7.0 All educational and student life staff will be encouraged to participate in continuing education opportunities.

    1.7.1. Providing that appropriations are available, salary incentives and tuition reimbursement will be provided to faculty and administrative staff annually.

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

KEY RESULT AREA 2.0

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

OBJECTIVE

2.1.0. Identify unmet needs for deaf and hard of hearing students.

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

2.1.2. Develop strategies to meet the unmet needs of deaf children and youth.

2.1.3. Annually disseminate information on the Iowa Child Hearing Loss Center.

2.1.4. Ensure that access to technology hardware and software exists in all components of the school's programs. Provide training, as necessary and as appropriate.

2.1.5. Implement/initiate activity in the areas of reading, literacy, early childhood education (including newborn screening), and an adult/student mentoring program.

2.1.6. Continue an annual review of academic, life skills and interpersonal skill progress for academically challenged students. Revising, deleting, adding appropriate programs and services, as necessary.

2.2.0. Obtain requisite funding for libraries, instructional technology, and vocational education equipment required to prepare deaf and hard of hearing students for post secondary opportunities.

2.2.1. Fund literacy development programs.

2.2.2. Continue the critical thinking skills program and the reading for information program. Measure progress and efficiency through the various evaluation assessments the school uses.

2.2.3. Expand the various authentic work experience opportunities both on campus and off campus.

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2.3.0. Student evaluation procedures will be enhanced and higher achievement/outcomes will be expected as a result of the School Improvement Plan.

2.3.1. Portfolios will be developed for all students..

2.3.2. Student achievement scores by class will exceed the national deaf norms.

2.3.3. Outcomes will be documented for all students not involved with achievement testing (mentally handicapped and lower elementary).

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

KEY RESULT AREA 3.0

3.0.0. The maintenance for facilities, equipment and operating budgets will be sufficiently funded to allow the Iowa School for the Deaf to provide a safe, healthy, learning environment.

OBJECTIVE

3.1.0. The deferred maintenance list will be updated annually and strategies/priorities will be developed to reduce the backlog.

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

3.3.0. Update the various maintenance/replacement plans annually, and provide a strategy to address the needs.

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KEY RESULT AREA 4.0

4.0.0. Flexibility, efficiency, cooperation and accountability are important activities at the Iowa School for the Deaf.

OBJECTIVE

4.1.0. An internal review cycle of selected operations, as noted in the Iowa School for the Deaf Business Office Procedural Manual, will be continued.

4.2.0. The Iowa School for the Deaf Employee Handbook will be reviewed annually for revisions. A comprehensive review will be undertaken in FY2005.

4.3.0. During the time block of May-June of each year, the staffing patterns of the school will be finalized in preparation for the ensuing academic year.

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

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

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BENCHMARKS

IOWA SCHOOL FOR THE DEAF

Priority Benchmarks

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

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

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

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

2. **Reading:** a.) Students will progress through curriculum continuum for skills in vocabulary and comprehension; b.) Students will gain developmental/remedial reading skills (if they score 50% or lower on task probes or below measurable range on standardized tests); c.) All high school students who scored in the 0 – 25th quartile on the TASK will participate in reading classes.

   a.) By the end of FY07, students in grades 3 – 12 will progress through the curriculum continuum, with 70+% accuracy for skills in vocabulary and comprehension. Achievement will be measured by performance assessments, student portfolios, and standardized tests.

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

   c.) Beginning the fall of FY02, and continuous thereafter, each student will develop a personal portfolio on a CD ROM to demonstrate individual growth in reading/writing.

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3. **Science:** a.) Students will demonstrate the usage of scientific methods (e.g., data analysis, reasoning, problem solving, etc.); b.) Students will transfer scientific knowledge and skills in real life situations; c.) Students will apply science problem solving strategies to a variety of situations across the curriculum (e.g., career projects, social science, technology, etc.).

a.) By the end of FY07, 70+% of the students in the 3rd through 12th grades will score between the 31 – 70 percentiles on the SAT (Stanford Achievement Test) science sub-tests which demonstrate comprehension of the usage of scientific methods.

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

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

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

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

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

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

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

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

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

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

SECONDARY BENCHMARKS

1. Each year, eighty-five percent (85%) of the non-LIFE program graduates will be accepted into a post secondary educational program or competitive work situation. [Note: LIFE program students are those with multiple handicaps.]

2. Each year, the graduation rate for the Iowa School for the Deaf students will be above the national graduate rate for deaf students.

3. Each year, on national norm achieving tests, such as the SAT, students in the ISD classes of grades 5 – 12 will attain achievement test scores above the national norms for deaf youngsters of the same grade level. (Excluding LIFE program students.)

4. Each year, utilizing nationally normed achievement tests, such as the SAT, the students in the LIFE (multiple handicapped) program will attain at least twenty-five percent (25%) growth of a standardized year's growth.

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

6. Each year, at least ninety percent (90%) of all the short-term Individualized Education Plan (IEP) goals will be attained by each student.

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

8. Each year, at least eighty percent (80%) of the students in grades 5 – 12 will attain seventy-five percent (75%) of the criterion-referenced outcomes as specified in the ISD curriculum and measured by the criterion-referenced testing.

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9. Each year, at least seventy percent (70%) of each graduating class will have computer proficiency, as measured by criteria in the ISD curriculum.

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

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

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

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

14. Each year at least twenty-five percent (25%) of the faculty and staff will participate in external staff development activities.

15. Each year at least four (4) presentations will be made by faculty or staff at state/regional/national conferences.

16. Each year one particular aspect of the school's overall program will be given special emphasis, monies reallocated to that program, and the impact of the reallocation will be documented.

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

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

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

20. By the end of year FY04, the school will serve as many students in off-campus programs as it does in on-campus programs.

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

IOWA SCHOOL FOR THE DEAF
Benchmarks

Number	FY96	FY97	FY98	FY99	FY00
1) % of graduates accepted for college or work (excluding LIFE program students)	78%	57%	80%	89%	91%
2) % of graduates exceeding national graduation rate	100%	100%	100%	100%	100%
3) ISD students in Grades 5-12 making achievement scores for deaf children (excluding LIFE program students)	All classes at least one standard deviation above the national norm. Target: exceed national norm.	All classes at least two standard deviations above the national norm. Target: exceed national norm.	All classes at least three standard deviations above the national norm. Target: exceed national norm.	All classes nearly two standard deviations above the national norm. Target: exceed national norm	Exceeded Target: exceed national norm; 90% of students exceeded the norm
4) LIFE students achieve 25% growth (academic) on normed achievement tests				Partially Attained Reading Vocabulary 40% Reading Comprehension 30% Math 50% Spelling 30% Language 30%	Partially attained Reading vocabulary 40% Reading comprehension 30% Math 50% Spelling30% Language 30%
5) Classes reach 50% of national avg. of criterion-referenced outcomes	NC	NC	NC	Attained – criterion reference outcomes Partially attained – National norm data	In process
6) IEP goals Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	95+% Target: 90%	Attained
7) % of high school students with transitional plans Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%	100% Target: 100%

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

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

NC – Not Collected

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PERFORMANCE INDICATORS
Iowa School for the Deaf

August 10, 1999

MGT No.	Performance Indicator	Related Action Step	Iowa School for the Deaf	Related Governance Report
1	% of undergraduate student credit hours taught by tenure/tenure track faculty	1.1.1.1	Not Applicable	FP SP
2	% of senior faculty teaching undergraduates	1.1.1.1	Not Applicable	FP SP
3	% of introductory courses taught by senior faculty	1.1.1.1	Not Applicable	FP SP
4	% of senior faculty teaching at least one undergraduate course per academic year	1.1.1.1	Not Applicable	FP SP
5	Average undergraduate class size	1.1.1.2	94-95 4.0 95-96 3.5 96-97 4.2 97-98 3.2 98-99 3.7	AI
6	% of faculty using instruction technology	1.1.1.4	FY96 FY97 FY98 FY99 FY00 NC 60% 75% 100% 100%	SP
7	No. and % of general assignment technology equipped classrooms	1.1.1.4	No. Pct. 95-96 NC NC 96-97 56 75% 97-98 56 80% 98-99 61 100% 99-00 61 100%	SP
8	% of course sections in which computers are used as an integral part	1.1.1.4	95-96 NC 96-97 75% 97-98 80% 98-99 100%	SP

#	Measure	Ref	Data						Status
				99-0	**100%**				
				FY96	FY97	FY98	FY99	FY00	
9	% of faculty who use computers	1.1.1.4		NC	60%	90%	100%	100%	SP
10	% of students with technology accessibility as part of their IEP	1.1.1.4		NC	0/80	0/80	0/80		SP
11	Special school student outcomes	1.1.1.7	IEPs, Achievement Testing, Criterion Reference Testing, Curriculum, Benchmarks						SP
12a	Number of faculty resignations	1.1.1.7		No.	Total	Pct.			FR
			94-95	3	54	5.5%			
			95-96	1	55	1.8%			
			96-97	1	55	1.8%			
			97-98	2	56	3.6%			
			98-99	1	61	1.6%			
12b	Number of faculty retirements		94-95	0	54	0.0%			
			95-96	1	55	1.8%			
			96-97	2	55	3.6%			
			97-98	1	56	1.8%			
			98-99	4	61	6.5%			
12c	Number of faculty new hires		94-95	5	54	9.3%			
			95-96	0	55	0.0%			
			96-97	4	55	7.3%			
			97-98	6	56	10.7%			
			98-99	7	61	11.5%			
13	% of professional students passing licensures examinations	1.1.2.5	Not Applicable						No
14	Average GRE composite score of entering graduate students	1.1.2.6	Not Applicable						No
15	Relevant annual publication indices	1.1.4.1	Not Applicable						No
16	Relevant citation indices	1.1.4.1	Not Applicable						No
17	% of faculty having one scholarly work published during last three years	1.1.4.1	Not Applicable						No
18	Sponsored funding per year	1.1.4.2	Not Applicable						No
19	External funding proposals submitted per year	1.1.4.2	Not Applicable						No
20	% of faculty as principal or co-	1.1.4.1	Not Applicable						No

	principal investigators	and 1.1.4.2			
21	Sponsored funding per faculty member	1.1.4.2	Not Applicable		No
22	# of intellectual property disclosures	1.1.4.1	Not Applicable		No
23	# of new technologies licensed	1.1.4.1	Not Applicable		No
24	# of new licenses generating revenues and total revenues	1.1.4.1	Not Applicable		No
25	# on non-degree enrollments	1.1.4.3	Not Applicable		No
26	# of sites served by Hancher programming	1.1.4.3	Not Applicable		No
27	# of annual visits to UI health sciences centers	1.1.4.3	Not Applicable		No
28	Enrollment in credit/non-credit courses offered through extended education and continuing education	1.1.4.3	Not Applicable		No
29	# of extension clients served	1.1.4.3	Not Applicable		No
30	Availability of off-campus courses Student Enrollment	1.1.4.3	Not Applicable		No
31 (a)	State appropriations requested for operations	1.2.1.2	Requested w/o salaries FY96 2.7% FY97 2.0% FY98 1.7% FY99 2.9% FY00 3.6% FY01 4.0%		No
(b)	(for capital) [See #35, below]				
32	Growth in undergraduate tuition and fees relative to HEPI and CPI	1.2.1.3	Not Applicable		
33	# of annual contributors and dollar value of contributions	1.2.1.4	Service Org	FY96 NC FY97 $6250 FY98 $6250 FY99 $10,000 FY00	SP
			Needy Children NC $300 $680 $350		
			Foundation $26,433 $22,637 $13,017 $65,174		
			# of Donors (24) (215) (106) (327)		
			(These are cash receipts only—no pledges; the Foundation is calendar year totals—FY99 is 1998)		
34	External grants and contracts	1.2.1.5	Not Applicable		No
35	Amount of capital improvement funds requested and received in	4.3.3.1 and	Req $502,000 FY96	Approp. $50,000	SP Budget

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#	Measure	Reference	Data	Code
	dollars	1.2.1.6	FY97 $280,000 / 0 FY98 0 / $110,000 FY99 $260,000 / $260,000 FY00 $3.8M / $3,8M FY01 $435,000	—
36	Deferred maintenance backlog and expenditures in millions of dollars	4.3.1.1 and 1.2.1.6	Backlog / Expended Fall 94 $1.6 $0.1 (FY94) Fall 95 $1.4 $0.1 (FY95) Fall 96 $1.4 $0.2 (FY96) Fall 97 $2.0 $0.1 (FY97) Fall 98 $2.5 $0.3 (FY98) Fall 99	DM
37	% of resources reallocated annually	1.2.1.7	FY96 NC FY97 3.1% FY98 1.8% FY99 2.1% Fy00 2.1%	SP
38	Fall enrollment by level and residency (ISD – Elementary, Middle, High School, Total on campus and Off-campus)	2.1.1.1	El. Md. HS Ttl. OC FY96 47 25 52 124 90 FY97 46 31 54 131 94 FY98 44 26 53 123 66 FY99 38 40 75 153 95 FY00 46 37 72 155 112	FE
39	# and dollar value of resident undergraduates receiving financial aid (need and non-need based)	2.1.1.1	Not Applicable	FA
40	Off-campus student enrollment in degree programs offered through distance learning	2.2.1.3	Not Applicable	No
41	Racial/ethnic composition of student, faculty, and staff populations in percentages (ISD – first number, racial/ethnic minorities; second number is percentage including racial/ethnic, blind, deaf, or all protected classes)	3.1.2.3	(see table below)	DI

Item 41 — Racial/ethnic composition data:

	No.	Racial & Ethnic Minorities	No.	All Protected Classes
FY96				
Students	15	7%	214	100.0%
Faculty	0	0%	6	10.0%
Staff	9	8%	20	18.0%
FY97				
Students	20	9%	225	100.0%
Faculty	0	0%	6	10.0%
Staff	8	7%	18	19.0%

#	Ref	Measure	FY98				FY99				Notes	Code
42	3.1.2.3	Student retention and graduation rates by ethnic/racial category	Students	17	8%	189	100.0%				Graduation rate is 100%. Some students are referred back to their local education agency for further programming. There are no dropouts at ISD.	DI
			Faculty	0	0%	6	10.0%					
			Staff	8	7%	21	19.0%					
			Students	19	8%	248	100.0%					
			Faculty	0	0%	10	15.0%					
			Staff	11	0%	28	25.0%					
43	4.2.1.2	Cost per student									There are varying ways to look at cost per pupil. Nebraska tuition, on-campus programs, mainstream programs, comprehensive programs.	SP

NC – Not Collected

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