

Contact: Diana Gonzalez

**SPECIAL SCHOOLS STRATEGIC PLAN PROGRESS REPORTS**

**Action Requested:** Receive the reports.

**Executive Summary:** The Regent special schools submitted annual progress reports on their institutional strategic plans for Board review. Institutional leaders will provide brief oral updates. The institutions' progress reports are attached to this memo.

**Background:** Board Policy (§6.05) directs the Regent institutions to present annual progress reports on their institutional strategic plans. Board Policy indicates that “the Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals.” Annual progress reports are an opportunity for the Regent institutions to address the degree to which they have advanced the Board’s strategic objectives.

Each special school report addressed the Board of Regents goals contained in the 2010-2016 Board of Regents Strategic Plan approved by the Board in April 2010; which included Goals 5, 6, and 8. The special schools also tracked the performance indicators that address their institutional strategic plans. These progress reports address the Board of Regents Strategic Plan priorities to provide “access, affordability, and student success” and “educational excellence and impact.”

The progress report for the Iowa School for the Deaf is included in Attachment A. The progress report for the Iowa Educational Services for the Blind and Visually Impaired is included in Attachment B.

**BOARD OF REGENTS GOALS**

- ◆ Goal 5. The Iowa Braille and Sight Saving School and the Iowa School for the Deaf shall meet or exceed state academic standards in reading and mathematics.<sup>1</sup>

2010-2011	IBSSS (IES) <sup>2</sup>	ISD <sup>2</sup>
Target annual percentage increase of number of students who meet or exceed state academic standards in reading	2.5% (56 out of 117)	2.5% (4.1 out of 41)
Actual annual percentage increase of number of students who meet or exceed state academic standards in reading	NA <sup>3</sup>	13.3% (8 out of 60) 
Target annual percentage increase of number of students who meet or exceed state academic standards in mathematics	2.5% (57 out of 117)	2.5% (4.1 out of 40)
Actual annual percentage increase of number of students who meet or exceed state academic standards in mathematics	NA	28.3% (17 out of 60) 

<sup>1</sup> The calculations are based on three-year averages.

<sup>2</sup> The number of students fluctuates from year to year.

<sup>3</sup> Statewide data are not currently available for 2010-2011.

- ◇ Goal 6. Iowa's public universities and special schools will demonstrate that their student outcomes assessment programs help students achieve identified learning goals.

2010-2011 – IOWA BRAILLE AND SIGHT SAVING SCHOOL	Progress
<b>Has a student outcomes assessment plan been developed for IBSSS? Describe the participative process that was used to develop the plan.</b>	
Student outcomes assessment plans are at varying stages of development and implementation in five areas – early childhood, transition, expanded core curriculum, Braille, and achievement in literacy and mathematics. Faculty and other leadership personnel have been engaged in the development of each plan and in the collection of baseline data to establish targets.	
<b>Have targets been established for collecting and using assessment results. Describe the targets and the process for collecting and using assessment results.</b>	
Plans for each focus area include purpose; goal; accountability measure; target; data collection and organization; data decision-making; and action plan. All plans are developed at least to the level of collecting and analyzing baseline data to establish targets. A procedure is in place for the collection of information for those areas where baseline data are not yet collected. Targets have been established for transition and achievement in literacy and mathematics. Data are gathered for Braille with targets to be established. Data are being gathered for early childhood and expanded core curriculum.	
<b>Describe the ongoing student outcomes assessments included in the plan.</b>	
<p>Student assessment varies with each focus area.</p> <ul style="list-style-type: none"> <li>◇ Student assessment in the areas of literacy and mathematics is the Iowa Test of Basic Skills, Iowa Test of Educational Development, or Iowa Alternative Assessment. National percentile rank scores are used with proficiency levels established by the Iowa Department of Education. Students are assessed at grades 3-8 and 11 in literacy and mathematics and grades 5, 8, and 11 for science.</li> <li>◇ For Braille, the Assessment of Braille Literacy Skills (ABLS) assesses students for functional literacy, emergent literacy, and academic literacy. An annual assessment of all students receiving Braille instruction is reported.</li> <li>◇ The Early Childhood Outcomes (ECO) is used for early childhood with scores measuring social-emotional skills, acquisition and use of knowledge and skills, and appropriate behavior. Scores are reported on an annual basis.</li> <li>◇ For the area of the expanded core curriculum, progress toward greater independent is measured by outcomes on Individual Education Program (IEP) goals.</li> <li>◇ In the area of transition, a document review process is used to ensure effective transition plans are in place to meet the 13 elements of the State requirement.</li> </ul>	
<b>Has the student outcomes assessment plan been implemented and communicated throughout the campus?</b>	
The establishment and communication of the five priority areas has been communicated to all faculty and staff through professional development activities at the beginning of the school year. Information and data, when available, were shared with faculty on each of the priority areas. Action plans are under development; the plans will articulate additional actions to be taken by the faculty to advance achievement toward the targets. The implementation of the plans is a fluid process; initial implementation of actions in each of the priority areas has occurred and more specific actions will follow.	

2010-2011 – IOWA SCHOOL FOR THE DEAF	Progress
<b>Has a student outcomes assessment plan been developed for ISD? Describe the participate process that was used to develop the plan.</b>	
ISD has an assessment plan that was developed by faculty and school administration (principals and superintendent). Outcomes assessments of student achievement and progress trends, as well as Individualized Education Program (IEP) progress for each student, are included. Parents are also involved annually for the IEP development and review of outcomes. Currently, the School Improvement Team is collaborating with Green Hills AEA consultants and the entire ISD faculty to improve the plan.	
<b>Have targets been established for collecting and using assessment results. Describe the targets and the process for collecting and using assessment results.</b>	
Annual assessment collection targets for ISD students include Northwest Evaluation Association Measures of Academic progress twice annually for each student for whom it is appropriate from grades 2-12 (October and March); Iowa Test of Basic Skills or Iowa Test of Educational Development once annually for all students for whom it is appropriate from grades 3-12 (January); Measures of Academic Progress once annually for preschool through 1 <sup>st</sup> grade; Iowa Alternate Assessment (in lieu of ITBS/ITED) once annually for students for whom it is appropriate in grades 3, 5, 8, and 11; specific speech/language tests for an overall triennial evaluation (under the Individuals with Disabilities Education Act) such as the Peabody Picture Vocabulary Test for preschool through grade 1 and high school assessments in grades 9-12; other appropriate evaluations such as the Woodcock-Johnson assessment of educational progress for Triennial IDEA evaluations; Accelerated Reader and Accelerated Math tests weekly for grades 3-8; the Scholastic Reading Inventory (SRI) once annually for grades 9-12; the ACT as arranged for students for whom it is appropriate in grades 9-12; the COMPASS as arranged for students for whom it is appropriate in grades 9-12 (for community college admission); and teacher made tests for content understanding daily or weekly for all grades. The data are used to determine progress and identify areas that need extra support of adjustments to instruction, for example, vocabulary or mathematics story problems. All results are used for IEP team planning and course of study planning for all grades.	
<b>Describe the ongoing student outcomes assessments included in the plan.</b>	
ISD's plan uses these ongoing assessments – Accelerated Reader and Accelerated Math tests weekly for grades 3-8; Accelerated Reader and ALEKS (Assessment and Learning in Knowledge Spaces for mathematics) weekly for grades 9-12; and teacher made tests for content understanding daily or weekly for all grades. AR, AM, and ALEKS are all computerized assessment formats and students are able to test via computer with immediate feedback about areas they need to address with their teachers.	
<b>Has the student outcomes assessment plan been implemented and communicated throughout the campus?</b>	
The student outcomes assessment plan has been implemented and communicated with all faculty, students (with a special focus on involving students in their goal-setting for achievement testing and ongoing instruction and assessment), and parents. The plan has also been communicated to related service providers (e.g., speech and language therapists, teacher assistants, and local district/AEA personnel involved with students from their areas). Additional modifications to the student outcomes assessment plan that result from the School Improvement Team's efforts will be disseminated during 2011-2012.	

- ◇ Goal 8. Iowa's public universities and special schools shall be increasingly efficient and productive.

The special schools benefit from purchasing savings and vendor negotiations conducted by the universities for goods and services.

### **Institutional Strategic Plans**

Iowa School for the Deaf. There are four priorities in the Iowa School for the Deaf Strategic Plan:

- ◇ Ensure high quality educational opportunities for students.
- ◇ Ensure high quality transition services for students.
- ◇ Ensure high quality outreach services statewide.
- ◇ Demonstrate effective stewardship of resources.

Iowa Braille and Sight Saving School. The goals of the Statewide System for Vision Services provide the framework for the implementation of the strategic initiatives of the Statewide System:

- ◇ Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities.
- ◇ Assure an adequate supply of highly trained teachers and orientation and mobility specialists.
- ◇ Assure adequate and professional supervision, ongoing professional development, and equitable job assignments for professionals working with blind and visually impaired students.
- ◇ Eliminate duplication in service delivery by creating a seamless coordinated system of services to blind and visually impaired students across multiple funding sources and agencies responsible for this population.
- ◇ Maintain a center of excellence in Iowa for discipline specific expertise at Iowa Braille and Sight Saving School.



BOARD OF REGENTS, STATE OF IOWA

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**STRATEGIC PLAN**

**2006 – 2011**

***FINAL PROGRESS UPDATE OCTOBER 2011***

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**1. ENSURE HIGH QUALITY EDUCATIONAL OPPORTUNITIES**

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All of the strategies and indicators are implemented for Priority 1.

100% of ISD students made satisfactory progress on their Individualized Education Programs and accomplished goals and objectives.

Progress is documented in Individualized Education Plan web-based individual student records and on the PowerSchool student information management database. Progress data are documented daily, weekly and annually for homework, teacher-made tests, and standardized tests-Iowa Test of Basic Skills/Iowa Test of Educational Development and twice annually for the Northwest Evaluation Association Measures of Academic Progress.

All ISD students demonstrated achievement gains on the appropriate measures of achievement for their chronological ages and levels of ability.

ISD students continue to have overall achievement below hearing peers; however, the satisfactory gains achieved by the students on subtests demonstrate excellent progress and response to the individualized instruction provided.

Gains on several subtests were higher than the norm for the chronological age group, which demonstrate a measure of “catching up” to hearing peers of the same chronological age. For example, typical 11<sup>th</sup> graders gain 6-10 points annually on reading and math subtests while ISD’s 11<sup>th</sup> graders gained 18 points for reading and 12 points for math in the spring of 2011. Student proficiency levels appear in Table 1 on the following page.

Professional development opportunities have been minimized due to budget cuts.

Professional development for faculty was devoted primarily to School Improvement Planning and implementation, in collaboration with Green Hills AEA trainers, and to implementing the Iowa Core Curriculum Standards for Reading and Math for all ISD students’ programs.

ISD received a commendation from Green Hills AEA consultants, who used the Action Plan from the School Improvement Plan to guide other districts, as they felt ISD’s was a good example and ISD is implementing the Action Plan effectively.

ISD was accredited by the AdvancED (former North Central Association) visiting team’s recommendation to the national accrediting body.

The team did recommend that ISD continue to develop systematic analysis of student progress data that is gathered and apply it to instructional decision-making in a more structured manner to modify instruction. Their recommendation included a focus in professional development on this important topic, which is being addressed starting in the Fall of 2011, as is developing an overall process of data analysis for decision-making and instructional improvement. ISD will make an additional report to AdvancED on this component.

ISD was accredited by the CEASD professional organization in 2007 and the next review is scheduled for the spring of 2012. The self-study is being prepared in the Fall of 2011.

ISD had a special education compliance review in March 2011 with the Iowa Department of Education, which verified program compliance.

ISD implemented a 1:1 laptop program for the high school and 4PLUS students in the Fall of 2010. Teachers adapted instruction so that students are using this tool daily for instruction. The ISD wireless system was expanded to meet the demands of increased netbook use.

ISD teachers continued to receive instruction in use of technology to support instruction (rather than to drive instruction), and to chart student progress.

ISD principals visited classrooms regularly with “walk-through” evaluation processes (a new Green Hills AEA professional development initiative for principals, focused on consistently documenting effective teacher behaviors that increase achievement). They noted an increased level of teacher use of technology to support instructional objectives. Principals’ observations were documented on iPod technology received from the AEA for the purpose of enhancing teacher evaluation with classroom visit data.

ISD continues to meet the individualization needs of the diversely-abled student body as effectively as possible, despite a downsized faculty and staff with fewer qualified teachers on staff.

Table 1 documents ISD students’ proficiency levels over three years.

**TABLE 1  
ISD STUDENT PROFICIENCY LEVELS OVER THREE YEARS\***

<b>Area/Level of Proficiency</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Reading</b>	<b># Students</b>	<b># Students</b>	<b># Students</b>
Meet or exceed state standards	7	12	13
Do not meet state standards	87	62	51
<b>Total</b>	<b>94</b>	<b>74</b>	<b>64</b>
<b>Mathematics</b>			
Meet or exceed state standards	6	11	27
Do not meet state standards	88	63	37
<b>Total</b>	<b>94</b>	<b>74</b>	<b>64</b>

*\*For students grades 3-11, including student son Alternate Assessment, Iowa Test of Basic Skills, and Iowa Test of Educational Development. After 2008-2009, some IEP teams moved students from ITBS/ITED to Iowa Alternate Assessment due to their needs. Alternate Assessment does not occur annually. Students who fall even a single point below proficiency cannot be reported as proficient, although they may have significant achievement gains.*

See also Attachment A1 for longitudinal progress data charts.

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**2. ENSURE HIGH QUALITY TRANSITION SERVICES**

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All of the strategies and indicators are implemented for Priority 2.

Every ISD graduate has a documented transition plan.

ISD keeps data on graduates one year out, and up to three years out for students who remain in the 4PLUS (Postsecondary Learning for Ultimate Success) program.

ISD faculty members continue to monitor national and local trends, as well as students' needs, and assist the students in making adjustments as needed.

Faculty members working with transition age students also monitor trends and potential postsecondary/vocational options in students' home districts, in collaboration with families and students.

Each student's needs are addressed individually and the transition plans include anticipated levels of independence for work or college, and for adult living.

Data are collected from personal interviews based directly on IEP transition plan completion, and at Homecoming through individual contact with graduates.

Table 2 shows postgraduate status. Note that some students who are classified as employed also attend ISD's 4PLUS program with competitive employment as part of the program, with job coaching and additional language development provided by ISD on campus and at work.

**TABLE 2**  
**ISD POSTGRADUATE STATUS (up to one year out)**

YEAR	Total Students	Community College*	4-year College	Employment*	Supported Employment
2006	16	4	1	6	2
2007	5	0	0	4	1
2008	13	3	2	5	3
2009	8	2	1	4	1
2010	10	3	1	5	1
2011	10	3	1	6	0

\*Includes students who opted either to attend a community college or work, and attend the 4PLUS program.

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**3. ENSURE HIGH QUALITY OUTREACH SERVICES STATEWIDE.**

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ISD worked closely with the AEA's to provide sign language interpreter training to assist AEA's and districts with a statewide pending interpreter shortage. ISD coordinated and managed funding from AEA's, providing 10 multi-day inservice opportunities, mentoring and online training statewide to 295 individuals (some took more than one form of training, so the count may be duplicated). A total of 8.85 CEUs were offered through ISD for Educational Interpreters. Sixty-six Iowa interpreters took the Educational Interpreter Proficiency Assessments coordinated by ISD. The efforts helped alleviate the shortage, although not all who took the training were able to successfully pass the interpreter evaluation.

Quality Programming for Deaf and Hard of Hearing, led by the ISD state consultant, completed its second year in Green Hills AEA with five teachers of students who are deaf and hard of hearing collaborating with five educational audiologists to enhance services for the 229 students served by GHAEA.

ISD provided Sign Language classes for families and the general public via the ICN to 450 individuals statewide. Also, four "Topics in Deafness" presentations were provided to approximately 150 individuals via ICN. A total of 60 ICN sites were used for both sign language classes and presentations statewide.

Due to budget cuts, some ISD outreach efforts have been reduced during the last two years of this Strategic Plan cycle. The summer program was cancelled for the summer of 2011, as it was two years earlier.

Some of the strategies are ongoing with monitoring of progress indicators (for example, dissemination of Quality Programming for Deaf and Hard of Hearing materials continues as new administrators come into districts and AEA's). The Expanded Core Curriculum for students who are deaf or hard of hearing has been finalized and implemented for use in Iowa, led by the ISD state consultant. The ECC has also been disseminated in 45 other states, as it is the first developed in the nation.

ISD continued efforts with the Iowa Deafblind Project including technical assistance and participation on the statewide Deafblind Technical Assistance Team in collaboration with personnel from the Iowa Braille and Sight-Saving School.

The ISD state consultant led the committee on Interveners, to study potential use of these professionals with Iowa students who are deafblind (Interveners require specialized training and serve in a capacity slightly different from Educational Interpreters).

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**4. DEMONSTRATE EFFECTIVE STEWARDSHIP OF RESOURCES.**

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All strategies and indicators for this Priority have been implemented, with most completed or ongoing.

The ISD Long Hall Science Center was opened in October 2010, and all areas of the Center were fully operational by mid-February 2011.

The students have performed experiments using chemicals, fume hoods and gas jets for the first time in ISD's history.

The teachers now provide comprehensive Science instruction aligned with the Iowa Core Curriculum.

ISD replaced several vehicles for which purchases had been deferred due to the budget situation, but which could no longer be delayed due to safety.

Transportation routes continue to be reviewed weekly and revised as needed for maximum efficiency and effectiveness.

In the coming year, ISD will not send students home as often, which is anticipated to lower transportation costs.

Fire safety sprinklers have been completed for both the Boys' Dormitory and the Girls' Dormitory buildings (in part with ARRA funding).

ISD has implemented all safety procedures, repairs and maintenance that are urgent, and continues to have a small log of deferred maintenance items due to budget constraints.

Energy efficient T8 lamps and electronic ballasts are currently being installed to replace outdated lighting in the Boys Dormitory/Administration Building. This effort will continue campus wide until completed, and is anticipated to result in significantly lower costs for electricity.

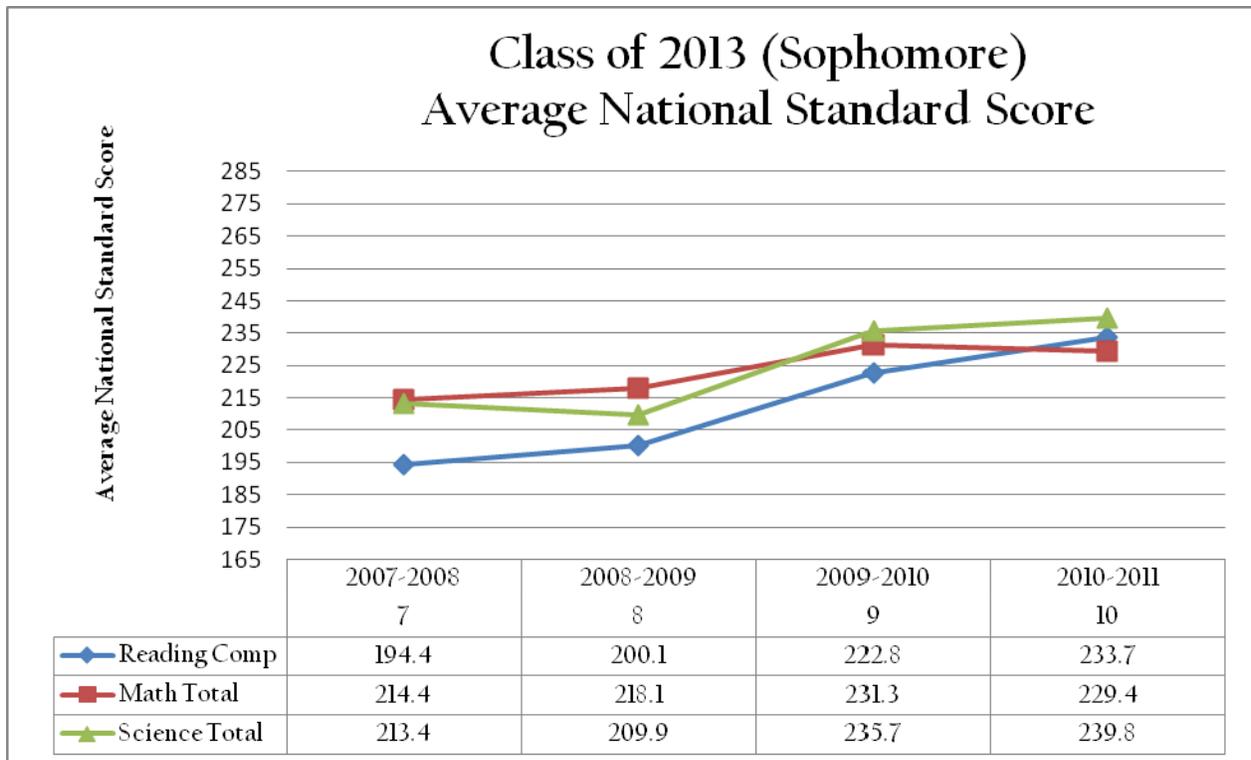
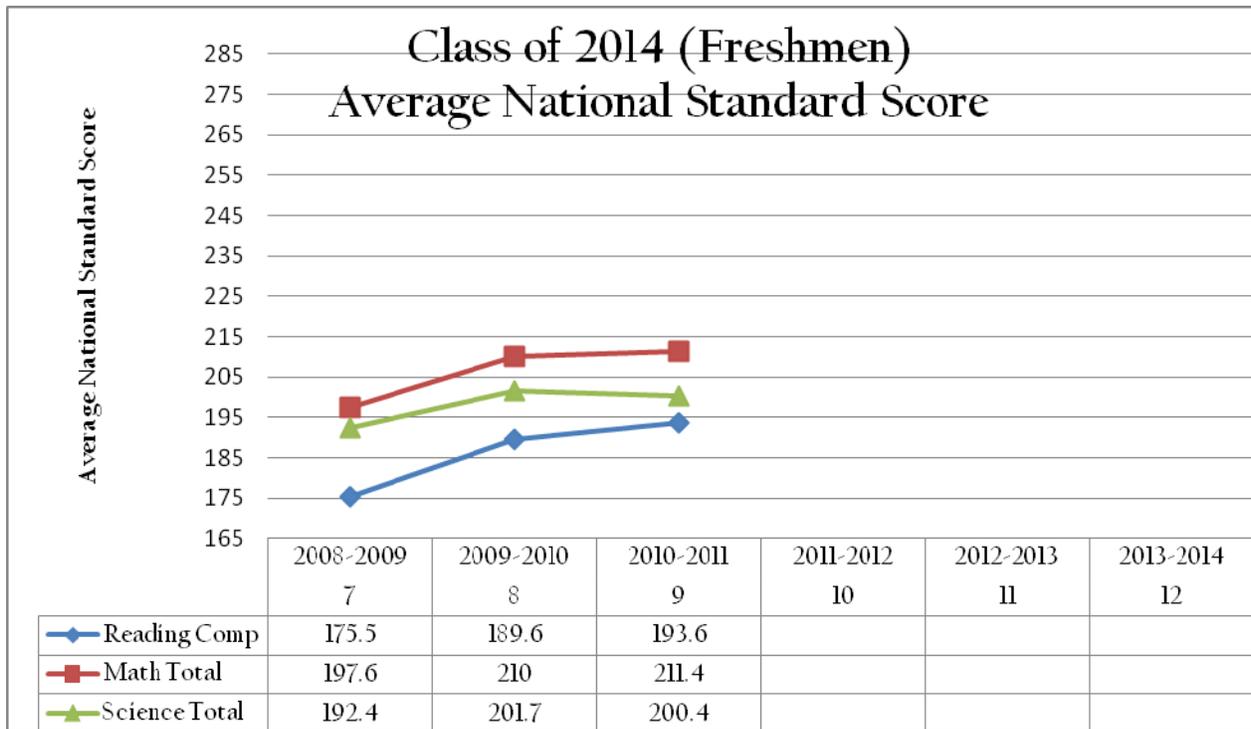
**Attachment A1**

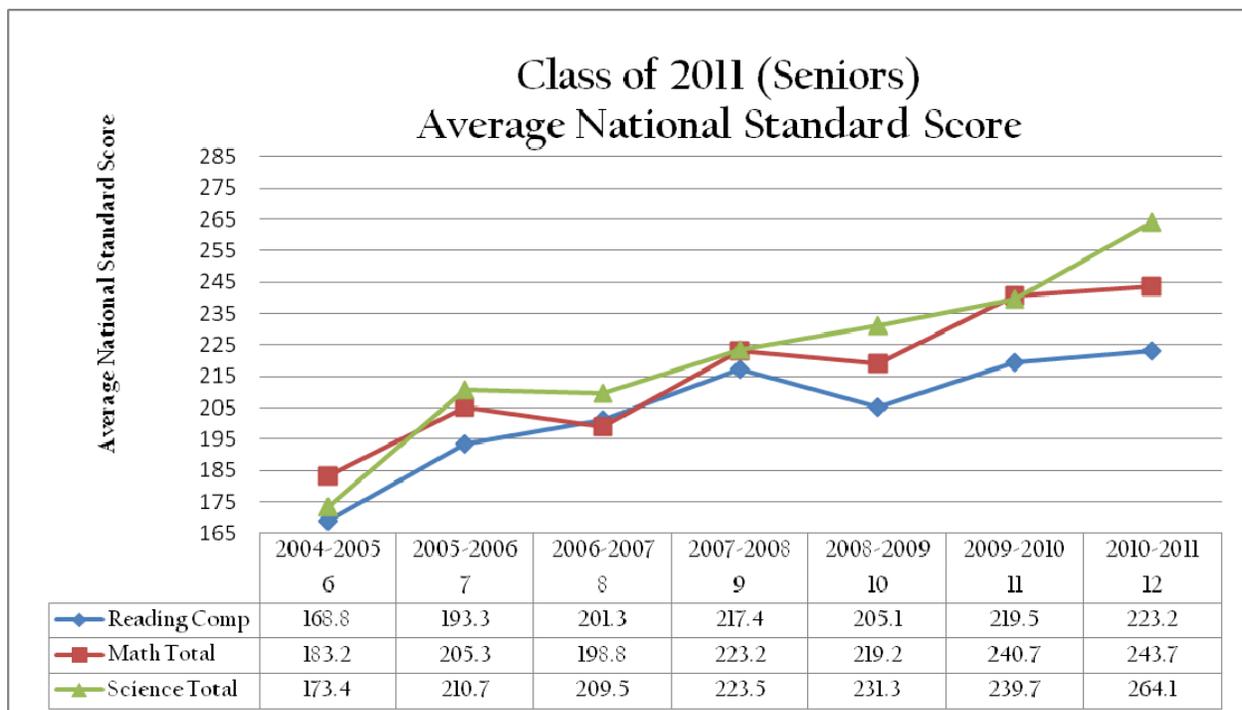
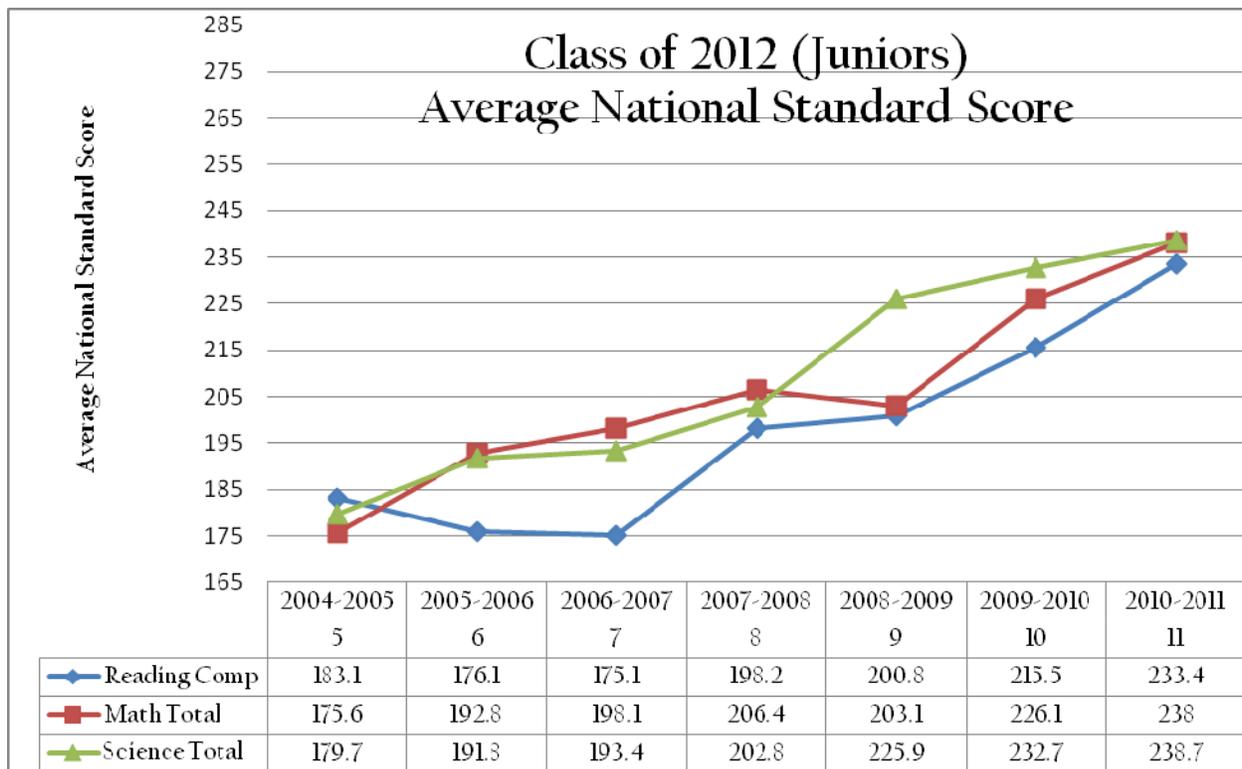
**LONGITUDINAL STUDENT PROGRESS**

**ISD HIGH SCHOOL STUDENTS**

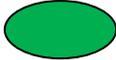
**IOWA TEST OF BASIC SKILLS**

**TESTING DATE JANUARY 2011**





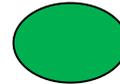
**IOWA EDUCATIONAL SERVICES FOR THE BLIND AND VISUALLY IMPAIRED  
STRATEGIC PLAN UPDATE  
OCTOBER 2011**

<p><u>Goal 1.</u> The Statewide System for Vision Services, in collaboration with other service providers, shall increase the availability and participation in intense services in regions of the state.</p> <p><u>Accountability Measure.</u> Trend data on the availability and participation in regional services to meet the expanded core curriculum needs of students who are blind or visually impaired.</p> <p><u>Target.</u> All students will have an opportunity to access regional services for needs in the expanded core curriculum, as based on needs assessment and Individual Education Programs.</p>		<p>Nine percent increase in participation from 2009-2010. Focus will be to increase access in regions of the state where opportunities are limited and to increase more non-duplicated student count participation.</p>
<p><u>Goal 2.</u> The Statewide System for Vision Services shall develop and implement a process for determining and meeting the full continuum of service needs including the long term residential needs of students who are blind or visually impaired.</p> <p><u>Accountability Measure.</u> Trend data on the number of students requiring a long term residential component with a decrease in number and length of stay.</p> <p><u>Target.</u> By September 2012, a process will be in place and working effectively, as measured by Individual Education Program goals and services being meet, for meeting the full continuum of service needs including the long term residential needs of students who are blind or visually impaired.</p>		<p>The process is in place more than a year before the target date. Development of the process in collaboration with partners. Students are being served effectively and the process has been utilized by a very small number of cases as of this date.</p>

Goal 3. The Statewide System for Vision Services shall increase the percent of students who by age 16 have transition plans for improved post-secondary outcomes.

Accountability Measure. Trend data on the percent of students who have transition goals and outcomes in place by age 16 including appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. For 2007, 35% of all students with an IEP met this criteria; 2009, 55%; 2010, 66.48%.

Target. Increase to 100% the students who have transition goals and outcomes in place by age 16 including appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.



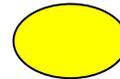
2010 – 66.48%  
2009 – 55%  
2007 – 35%

The percent of students meeting these criteria has nearly doubled the last three years. Progress toward the goal is greater than the target and sufficient to meet the goal.

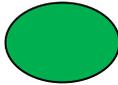
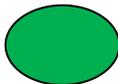
Goal 4 (BOR Goal 5). The Statewide System for Vision Services shall meet or exceed state academic standards for performance in reading and mathematics.

Accountability Measure. Trend data on the proportion of Statewide System for Vision Services students who meet or exceed state academic standards in reading and mathematics.

Target. Increase by 15% the number of students served by the Statewide System for Vision Services (in conjunction with other partners) who meet or exceed state academic standards in reading and mathematics by 2016.



Using a three-year average, the number of students proficient in reading and mathematics has increased beyond the target (2007-09 reading 55, mathematics 51 to 2008-10 reading 64 and mathematics 70). However, the number of students assessed and reported has also increased with a greater percentage non-proficient in reading (47% to 44%) and a small increase in mathematics proficiency from 48% to 49% proficient. State average for students with disability in reading range by grade from 26.7% to 41.3% and mathematics from 31.4% to 50.2%.

<p><u>Goal 5 (BOR Goal6).</u> The Statewide System for Vision Services (in conjunction with other partners) will demonstrate that their student outcomes assessment programs help students achieve identified learning goals.</p> <p><u>Accountability Measure.</u> Trend data on the results of student outcomes assessment programs served by the Statewide System for Vision Services.</p> <p><u>Target.</u> By June 20, 2011, Statewide System for Vision Services, in collaboration with faculty, will develop student outcomes assessment plans for each academic program and establish targets for collecting and using assessment results.</p>		<p>Student outcomes assessment plans are developed in the five areas of achievement in literacy and mathematics, transition, early childhood, expanded core curriculum, and Braille. Achievement targets are established for literacy, mathematics and transition. Baseline data are being gathered and analyzed for early childhood, expanded core curriculum, and Braille in order to establish targets. Additional action steps are under development.</p>
<p><u>Goal 6 (BOR Goal 8).</u> Iowa Braille and Sight Saving School and the Statewide System for Vision Services shall be increasingly efficient and productive.</p> <p><u>Accountability Measure.</u> Inter-institutional efficiencies and cost-savings resulting from collaborative initiatives within and between the Regent institutions.</p> <p><u>Target.</u> By January 1, 2011, the Board Office and institutions will define accountability measures, set a baseline of performance, and establish targets for inter-institutional efficiencies and cost savings.</p>		<p>The Special Schools benefit from purchasing savings and vendor negotiations conducted by the universities for goods and services.</p>

Green – met target  
 Amber – progress toward target  
 Red – no progress or reduced performance toward target