

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. Superintendent Patrick Clancy will provide brief oral highlights. 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 contained in 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<sup>1</sup>**

- ◆ 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>2</sup>

2012-2013	IESBVI <sup>3</sup>	ISD <sup>2</sup>
Target annual percentage increase of number of students who meet or exceed state academic standards in reading	2.5%	2.5%
Actual annual percentage increase of number of students who meet or exceed state academic standards in reading	22.9% <sup>4</sup> 	46.7% 
Target annual percentage increase of number of students who meet or exceed state academic standards in mathematics	2.5%	2.5%
Actual annual percentage increase of number of students who meet or exceed state academic standards in mathematics	35.8% <sup>3</sup> 	85.6% 

<sup>1</sup> Dashboard legend = Green – met target; Yellow – progress toward target; Red – no progress or reduced performance toward target.

<sup>2</sup> The calculations are based on three-year averages.

<sup>3</sup> The number of students fluctuates from year to year.

<sup>4</sup> Statewide data are not currently available for 2012-2013. The results listed are for 2011-2012.

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

<b>2012-2013 – IOWA EDUCATIONAL SERVICES FOR THE BLIND AND VISUALLY IMPAIRED</b>	<b>Progress</b>
<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 which include 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. Planning meetings began in 2010-2011 with periodic meetings and 2-3 person teams working on each of the five focus areas.	
<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 area include purpose, goal, accountability measure, target, data collection and organization, data decision-making, and action plan. All plans are developed to at least the level of collecting and analyzing baseline data to establish targets. For those whose baseline data are not yet collected, a procedure is in place for the collection of the information. Targets have been set 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>	
Student assessment varies with each focus area. For achievement in the areas of literacy and mathematics, the student assessment 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. For Braille, the Assessment of Braille Literacy Skills (ABLS) is used with students assessed for functional literacy, emergent literacy, and academic literacy. An annual assessment of all students receiving Braille instruction is reported. For early childhood, the Early Childhood Outcomes (ECO) is used to measure social-emotional skills, acquisition and use of knowledge and skills, and appropriate behavior. Scores are reported on an annual basis. For the expanded core curriculum, progress toward greater independence as measured by outcomes on Individual Education Programs (IEPs) goals is used. In transition, a document review process to ensure effective transition plans are in place by meeting the Indicator 13 elements of the Part B State Performance Plan is used to ensure progress toward positive transition outcomes.	
<b>Has the student outcomes assessment plan been implemented and communicated throughout the campus?</b>	
The establishment and communication of the five priority areas have 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 in 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.	

2012-2013 – IOWA SCHOOL FOR THE DEAF	Progress
<p><b>Has a student outcomes assessment plan been developed for ISD? Describe the participative process that was used to develop the plan.</b></p>	
<p>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. The team meets at least once a month to work on the plan development; smaller groups meet more often to work on parts of the plan.</p>	
<p><b>Have targets been established for collecting and using assessment results? Describe the targets and the process for collecting and using assessment results.</b></p>	
<p>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 8 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 or adjustments to instruction, such as, vocabulary or mathematics story problems. All results are used for IEP team planning and course of study planning for all grades.</p>	
<p><b>Describe the ongoing student outcomes assessments included in the plan.</b></p>	
<p>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.</p>	
<p><b>Has the student outcomes assessment plan been implemented and communicated throughout the campus?</b></p>	
<p>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 2013-2014.</p>	

- ◇ 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**

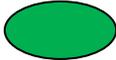
Iowa School for the Deaf. There are four priorities in the Iowa School for the Deaf Strategic Plan:

- ⇒ 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 Educational Services for the Blind and Visually Impaired. 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.

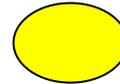
**IOWA EDUCATIONAL SERVICES FOR THE BLIND AND VISUALLY IMPAIRED  
STRATEGIC PLAN UPDATE  
AUGUST 2013**

<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>There was more than an 11% increase in participation and a 12% increase in unduplicated count occurred from the prior year. Each year of implementation participation in extended learning has increased by double digits. Events were held in eight of nine AEAs and are planned for all nine. The focus will continue to be to increase access in regions of the state where opportunities are limited, to increase more unduplicated student count participation, and to plan for integration of extended learning into regional programs.</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 was implemented more than a year before the target date and has been operational for two years. Students are being served effectively; the process has been used with a small number of students to date. During the last year, one student was placed out-of-state and two others' needs were met by modifying their IEPs. Regional program planning is examining statewide access to a full continuum of services.</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.

Target. Increase to 100% the students who have transition goals and outcomes in place by age 16 including appropriate measurable postsecondary goals that are updated annually 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.

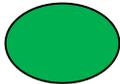
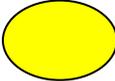
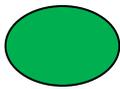


2012 – 62%  
2011 – 80%  
2010 – 66.48%  
2009 – 55%  
2007 – 35%

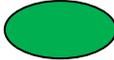
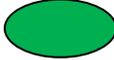
Although the percent of students who met this criterion has increased by 27% during the past five years and is progressing toward the target of 100% for 2016, there was a decrease during the current year from the prior year. The criteria for meeting the requirement changed which resulted in a training need being addressed by the Iowa Department of Education. Increased focus on this area has made a difference in preparing students for post-secondary outcomes. While there has been progress in meeting this goal, a renewed focus must be made to meet these critical elements.

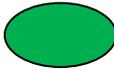




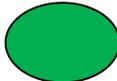
<p><b>Braille.</b> All students using Braille for reading and/or writing will increase their Braille literacy skills by an average of 75% by 2016.</p> <p><b>Early Childhood</b></p>	          	<p>The ABLS is a Braille literacy assessment tool which provides a summary of different skills that may be met at various times and provides a way to track student progress toward attaining Braille literacy skills. Baseline data were gathered in May 2011 and annual progress data were gathered in May 2012 and 2013. Data were reported on the majority of students receiving Braille instruction with 72% of the students making at least a 15% increase in skills from their baseline scores in 2012 and 76% increase in 2013, a four point increase in the number of students achieving at least 15% progress.</p> <p><b>Early Childhood</b> and early intervention remain primary areas of focus and primary areas of measurement for student outcomes assessment. Targets are yet to be established because the Iowa Department of Education continues to examine meaningful measures for early childhood. The Statewide System continues to work with the Iowa Department of Education on this focus and will align its measures with the Department's.</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 have accomplished greater efficiency in the leadership to the organization through the sharing of a superintendent and consolidation of two separate business functions to a combined business service including moving from two to one business director. The Special Schools benefit from purchasing savings and vendor negotiations conducted by the universities for goods and services.</p>

IOWA SCHOOL FOR THE DEAF  
STRATEGIC PLAN UPDATE  
AUGUST 2013

<p><u>Goal 1</u> (BOR Goal 5). The Iowa School for the Deaf shall meet or exceed state academic standards in reading and mathematics.</p> <p><u>Accountability Measure.</u> Trend data on the proportion of Iowa School for the Deaf students who meet or exceed state academic standards (proficiency) in reading and mathematics. Assessment data are from the Iowa Assessments (formerly the Iowa Test of Basic Skills and the Iowa Test of Educational Development).</p> <p><u>Target.</u> The Iowa School for the Deaf shall increase by 15% the number of students who meet or exceed state academic standards in <b>reading</b> by 2016.</p> <p><u>Target.</u> The Iowa School for the Deaf shall increase by 15% the number of students who meet or exceed state academic standards in <b>mathematics</b> by 2016.</p>	 	<p>The percentage of students proficient in <b>reading</b> decreased by 10 points from 31% in 2012 to 21% in 2013. The number of students proficient in reading also decreased from 20 in 2012 to 11 in 2013. Using a three-year average, the number of students proficient in reading increased beyond the target (2007-09 = 4; 2011-2013 = 13). Using a three-year average, the percentage of students proficient in reading increased from 15% to 23%. The state average in reading for students with disabilities ranged by grade from 26.7% to 41.3%.</p> <p>The percentage of students proficient in <b>mathematics</b> decreased by 7 points from 42% in 2012 to 35% in 2013. The number of students proficient in mathematics also decreased from 27 in 2012 to 18 in 2013. Using a three-year average, the number of students proficient in mathematics increased beyond the target (2007-09 = 4; 2011-13 = 21). Using a three-year average, the percent proficient in mathematics increased from 28% to 36%. The state average in mathematics for students with disabilities ranged from 31.4% to 50.2%.</p>
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<p><u>Goal 2.</u> The Iowa School for the Deaf shall identify and adopt additional tools, professional development, and instructional strategies to motivate reluctant and struggling readers.</p> <p><u>Accountability Measure.</u> Trend data of annual reading gains for students specifically identified as struggling readers. Struggling readers are defined as those not meeting state proficient standards.</p> <p><u>Target.</u> The Iowa School for the Deaf shall increase reading achievement by at least 50% annually for identified struggling readers. The target will be measured using the national standard score average yearly growth plus a half year gain in order to close the reading gap.</p> <p><u>Goal 3 (BOR Goal 6).</u> The Iowa School for the Deaf shall demonstrate that ISD student outcomes assessment enhances teaching, helps students achieve identified learning goals, and results in program improvement.</p> <p><u>Accountability Measure.</u> Summative and formative testing results are used to demonstrate student outcomes. Results are reported in the three year evaluations, IEPs, and on the ISD report cards. Documented and revised strategies for identified student learning goals are recorded on teacher lesson plans and in the IEP progress monitoring. Postsecondary plans and resources are documented in each student's Exit IEP. The ISD Action Plan documents evidence of progress toward ongoing program improvements as described in the Iowa School Improvement Mode.</p>		<p>For 2013, 16 students met the criteria of 1.5 years growth representing 48% of the 33 struggling readers. This is an increase from 2012 when 40% of struggling readers met the 1.5 year criterion. Using a three-year average, the percentage meeting the criterion increased by 9 points from 36% in 2009-11 to 45% in 2011-13. A target for the percent of students to meet the criterion has been established at 45%.</p>
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<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 have accomplished greater efficiency in the leadership to the organization through the sharing of a superintendent and consolidation of two separate business functions to a combined business service including moving from two to one business director. The Special Schools benefit from purchasing savings and vendor negotiations conducted by the universities for goods and services.</p>
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