Contact: Diana Gonzalez

SPECIAL SCHOOLS 2012-2016 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 Steve Gettel will provide brief oral highlights. 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.

Background: Board Policy (§3.4D) 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.

The special school progress reports addressed the Board of Regents goals (specifically Goals 5, 6, and 8) contained in the 2010-2016 Board of Regents Strategic Plan approved by the Board in April 2010. 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."

BOARD OF REGENTS GOALS[1]

◈ 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.[2]

2014-2015[3]	IESBVI[4][5]	ISD
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**	-4.0% (51.0%)[3] 🔴	-3.1% (20.7%)[3] 🔴
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**	-7.0% (51.0%) 🔴	-4.6% (28.9%) 🔴

---

[1] Dashboard legend = Green – met or exceeded target; Yellow – progress toward target; Red – no progress or reduced performance toward target.
[2] The calculations are based on three-year averages.
[3] State data are not available for 2015-16.
[4] The number of students fluctuates from year to year.
[5] During the 2014-15 school year, the alternate assessment was changed from the Iowa Alternate Assessment to Dynamic Learning Maps. For IESBVI, the percentage of students taking the alternate assessment in reading who were not proficient increased from 37% in 2014 to 74% in 2015. The percentage of students taking the alternate assessment in math were not proficient in the same period increased from 37% to 92%.

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

2015-2016 – IOWA EDUCATIONAL SERVICES FOR THE BLIND AND VISUALLY IMPAIRED	Progress
Has a student outcomes assessment plan been developed for IESBVI? Describe the participative process that was used to develop the plan.	
Student outcomes assessment plans continue to be at varying stages of development and implementation in two focus areas; early childhood outcomes and Braille. Outcomes assessment in the focus areas of achievement in reading and mathematics, transition, and expanded core curriculum have been fully developed and implemented. Faculty and other leadership personnel conduct periodic meetings to analyze data and make recommendations for improvement in the three focus areas that were developed. The Department of Education has never released a method for analyzing data from the Early Childhood Outcomes (ECO) survey. Assessment of Braille outcomes have been suspended due to changes in the Braille code and a lack of a valid assessment tool as described further in this document. Statewide achievement data for reading and mathematics has been provided by the Department of Education but because it must be matched and pulled from a state data base on an individual student basis, is a year in arrears.	🟢
Have targets been established for collecting and using assessment results? Describe the targets and the process for collecting and using assessment results.	
Plans for each area include purpose, goal, accountability measure, target, data collection and organization, data decision-making, and action plan. All plans with the exception of the ECO were developed to at least the level of collecting and analyzing baseline data to establish targets. Targets were set for Braille, achievement in reading and mathematics, transition and expanded core curriculum.	🟢
Describe the ongoing student outcomes assessments included in the plan.	
Student assessment varies with each focus area. For achievement in the areas of reading and mathematics, the assessment tools used are the Iowa Assessment, Iowa Test, 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 reading and mathematics; and grades 5, 8, and 11 in science. For Braille, the Assessment of Braille Literacy Skills (ABLS) was used to assess functional literacy, emergent literacy, and academic literacy. An annual assessment of all students receiving Braille instruction was reported through the 2013-24 school year. For early childhood, the use of the Early Childhood Outcomes (ECO) for measuring student progress has not been developed by the core curriculum, progress toward greater independence as measured by outcomes on Individual Education Programs (IEPs) goals is used. For transition, a document review process is used to ensure effective transition plans are in place by meeting the Indicator 13 elements of the Part B State Performance Plan.	🟢
Has the student outcomes assessment plan been implemented and communicated throughout the campus?	
The establishment and communication of three focus areas (ECC, transition, and student achievement in reading and mathematics) 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 in each of the focus areas. Action plans are being developed and will articulate additional measures to be taken by the faculty to advance achievement toward the targets.	🟢

2015-2016 – IOWA SCHOOL FOR THE DEAF	Progress
Has a student outcomes assessment plan been developed for ISD? Describe the participative process that was used to develop the plan.	
ISD has an assessment plan 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 with the development of IEPs and review of outcomes. During the 2013-2014 school year, the School Improvement Team led faculty groups through development of an action plan for outcomes assessment. At the end of the school year, teams made recommendations regarding data collection and sharing. Work in these teams will continue during the 2016-2017 school year as a formal plan is developed with added recommendations from a June 2016 AdvancED accreditation report.	🟢
Have targets been established for collecting and using assessment results? Describe the targets and the process for collecting and using assessment results.	
Annual assessment collection targets for ISD students include: ⇨ Northwest Evaluation Association Measures of Academic Progress three times annually for students for whom it is appropriate from grades K-12; ⇨ Iowa Assessments once annually for all students for whom it is appropriate from grades 3-12 (January); Iowa Alternate Assessment for those who qualify in grades 3-11; ⇨ Specific speech/language tests for triennial evaluation in compliance with the Individuals with Disabilities Education Act, including the Peabody Picture Vocabulary Test for preschool through grade 8 and high school assessments in grades 9-12 and other appropriate evaluations such as the Woodcock-Johnson assessment of educational progress; ⇨ ACT as arranged for students in grades 9-12; ⇨ COMPASS and ASSET as arranged for students in grades 9-12 for community college admission; ⇨ Teacher made tests for content understanding daily or weekly for all grades. These assessment 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, transition, and course of study planning for all grades.	🟢
Describe the ongoing student outcomes assessments included in the plan.	
ISD's plan includes these ongoing assessments for the areas of math and reading: ⇨ <u>Math</u>. Math Expressions and ST Math Visual Instruction and Assessment for grades K-4; Carnegie Learning; ⇨ ST Math Visual Instruction and Assessment for grades 5-12; ⇨ Carnegie Learning and ALEKS (<u>A</u>ssessment and <u>Le</u>arning in <u>K</u>nowledge <u>S</u>paces for Mathematics) for grades 5-12; and ⇨ Teacher made tests for content understanding daily or weekly for all grades. ⇨ <u>Reading</u>. Reading Milestones placement tests and Fairview checklists are used in 1st grade; ⇨ Fairview Reading K-6; ⇨ Making Meaning K-8 core; ⇨ Reading for Concepts 6-12; ⇨ Bedrock Literacy Bilingual Curriculum K-12; ⇨ Alternate Assessment Techniques for Reading (AATR) K-12; ⇨ Accelerated Reading K-12; ⇨ Teacher made tests for content understanding daily or weekly for all grades. Accelerated Reading, ST Math 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.	🟢

Has the student outcomes assessment plan been implemented and communicated throughout the campus?	
The student outcomes assessment plan has been implemented and communicated with all faculty, parents, and students with a special focus on involving students in their goal-setting for achievement testing and ongoing instruction and assessment. 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). The school improvement teams continued their work on the assessment plan during the 2015-16 school year.	⬤

◈   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, and jointly by the two schools whenever possible.
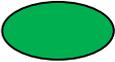
Institutional Strategic Plans

Iowa School for the Deaf. There are four priorities in the Iowa School for the Deaf Strategic Plan:
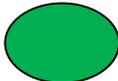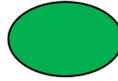
⇨   Ensure high quality educational opportunities for students.

⇨   Ensure high quality transition services for students.

⇨   Ensure high quality outreach services statewide.

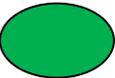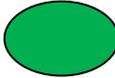⇨   Demonstrate effective stewardship of resources.

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:
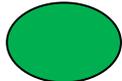
⇨   Provide equitable access to a continuum of high quality services for all students in Iowa who are blind and visually impaired, including those with multiple disabilities.

⇨   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.
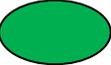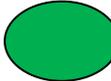
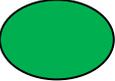**IOWA EDUCATIONAL SERVICES FOR THE BLIND AND VISUALLY IMPAIRED**
Fall 2016

GOALS	ACCOMPLISHMENT	
Goal 1. 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. Accountability Measure. 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. Target. 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.	During the 2015-2016 school year, 40 extended learning opportunities were planed and 39 held by the IESBVI staff. Thirty-three opportunities where held the previous year. From the 2014-2015 to the 2015-2016 school years there was a 16% (423/354) increase in the number of participant registrations with events held in the nine AEAs and IBSSS campus. The focus of planning was 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 opportunities into regular programming in the regions.	🟢
Goal 2. 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. Accountability Measure. Trend data on the number of students requiring a long term residential component with a decrease in number and length of stay. Target. 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.	The process was implemented more than a year before the target date and has been operational for five years. Students are being served effectively; the process has been used with a small number of students to date. During the last year, no students were placed out-of-state. Regional programs that provide for more intensive services are being planned by the Leadership Team for Deaf and Blind Students with the first regional academy opening in the Charles City School District in the 2016-2017 school year. A screening tool was developed to assist IEP teams to determine whether students in the academy service area need the intensive services provided by the program and are appropriately referred.	🟢

GOALS	ACCOMPLISHMENT	
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.	Data for this target was gathered during the 2014-2015 and 2015-6 school years from 38 IEPs for students who were age 14 and over who received only vision specific services. IESBVI staff reviewed transition goal data. The latest measures indicated transition goals with appropriate outcomes as required by Department of Education administrative rules were in place for 100% of students. Areas evaluated include interests and preferences (100%), transition assessments (97%, an increase of 17.4 PPs from the 2013-14 school year), post-secondary expectations (100%), course of study (100%), goals that support post-secondary expectation (100%), and goals in all post-secondary areas (100%).	🟢
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** by 2016.	The percentage of students proficient in reading decreased by 4% for the 2012 to 2015 period using a three-year average. The percentage of students proficient in reading increased by 7% during the baseline years of 2009-11 (44%) but is 8% below the target of 59% for the five year period of the strategic plan.	🟢

<u>Target</u>. 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 **mathematics** by 2016.	The percentage of students proficient in mathematics increased by 4% for the 2012 to 2015 period, using a three-year average. The percentage of students proficient in mathematics increased by 4% during the baseline years of 2009-11 (47%) but is 11 PPs below the target of 62% for the five year period of the strategic plan.	⬤
<u>Goal 5 (BOR Goal 6)</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. <u>Accountability Measure</u>. Trend data on the results of student outcomes assessment programs served by the Statewide System for Vision Services. <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. <u>Expanded Core Curriculum.</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.	Student outcomes assessment plans were developed in the five focus areas of achievement in reading, mathematics, transition, early childhood, and expanded core curriculum. Data for early childhood achievement is dependent on additional work from the Iowa Department of Education and the assessment for Braille literacy is no longer valid. Achievement targets were established for transition. Baseline data were analyzed for expanded core curriculum to establish targets. Additional action steps were developed and implemented, including posting documents that support the writing of quality transition IEPs on the IESBVI website Expanded Core Curriculum targets for regional activities and increased participation met its target as reported in Goal 1. Baseline data were gathered during the 2011-2012 school year on student increased independence in the areas of the Expanded Core Curriculum as reported through Individual Education Program (IEP) progress monitoring. Strategies were implemented in 2013-14 to improve teacher compliance with the use the ECC Screening Tool and recording of that data in CRM. Because the effective dates of most student IEPs cover portions of two school years the data is reported over the calendar year. From January 2014-February 2015 achievement data was collected on IEP goals in Expanded Core Curriculum areas; Assistive Technology, Compensatory, Career Education and Transition, Independent Living, Orientation and Mobility, Recreation/Leisure, Sensory Efficiency, Self-Determination and Social Interaction. Data indicates 80% (229/286) of goals were met or progress was made in accordance with achievement criteria. This compares with a goal completion rate of 85% for the same period the previous year. During the period the number of ECC related goals reported increased from 253 to 286 (+12.5%).	⬤

	Braille. The Assessment of Braille Literacy Skills (ABLS) 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. As of 2013-2014 school year, ABLS is no longer used because we are transitioning to Unified English Braille Code. ABLS was designed to measure proficiency in the English Braille Code. Changes in the code under UEB have now invalidated the use of the ABLS assessment which has not been normed to assess the UEB. No substitute assessment has been identified for field use. Early Childhood Early Childhood and early intervention remain primary areas of focus and measurement for student outcomes assessment. As of the 2015-2016 school year, targets have not been established. The Iowa Department of Education has not developed a method for analyzing information gathered from the Early Childhood Outcomes (ECO) survey.	
Goal 6 (BOR Goal 8). Iowa Braille and Sight Saving School and the Statewide System for Vision Services shall be increasingly efficient and productive. Accountability Measure. Inter-institutional efficiencies and cost-savings resulting from collaborative initiatives within and between the Regent institutions. Target. 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.	The Special Schools have accomplished greater efficiency in the leadership to the organization through the sharing of a superintendent, assistant administrator, and director of extended learning and consolidation of two separate business functions to a combined business service including moving to one business director. As of August 2015, a third regional director was hired to supervise staff at the academy in Charles City and itinerant staff from IESBVI in AEA 267 and Keystone AEA. The Special Schools benefit from purchasing savings and vendor negotiations conducted by the universities for goods and services. Shared enterprise resource planning software has been implemented to create efficiencies for business services, improve communication between the agencies, and allow for future collaboration and efficiencies with human resources support and services.	🟢

IOWA SCHOOL FOR THE DEAF
Fall 2016

GOALS	ACCOMPLISHMENT	
Goal 1 (BOR Goal 5). The Iowa School for the Deaf shall meet or exceed state academic standards in reading and mathematics. Accountability Measure. 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). Target. The Iowa School for the Deaf shall increase by 15% the number of students who meet or exceed state academic standards in **reading** by 2016.	Student proficiency in reading decreased by 3 PPs from 23.8% in 2015 to 20.7% in 2016. The number of students determined to be proficient in grades 3 through 8, and grade 11 decreased from 12 to 5 from a total of 50 assessed. Using a three-year average, the percentage of students proficient in reading is 20.7% which is 14.3 PPs below the target of 35% for the five-year period of the strategic plan.	⬤
Target. The Iowa School for the Deaf shall increase by 15% the number of students who meet or exceed state academic standards in **mathematics** by 2016.	Student proficiency in mathematics decreased by 4.6 PPs from 33.5% in 2015 to 28.9% in 2016. The number of students determined to be proficient in grades 3 through 8, and 11, decreased from 17 in 2014 to 9 in 2015 from a total of 50 assessed. Using a three-year average, the percentage of students proficient in mathematics is 28.9% which is 14.1 PPs below the target of 43% for the five-year period of the strategic plan.	⬤

GOALS	ACCOMPLISHMENT	
Goal 2 (BOR Goal 5). The Iowa School for the Deaf shall identify and adopt additional tools, professional development, and instructional strategies to motivate reluctant and struggling readers. Accountability Measure. Trend data of annual reading gains for students specifically identified as struggling readers. Struggling readers are defined as those not meeting state proficiency standards. Target. 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.	For 2015-16, 16 students met the criteria of 1.5 years growth representing 53% of the 30 struggling readers. This is an increase from 2015 when 47% of struggling readers met the 1.5 year criterion. Using a three-year average, the percentage meeting the criterion increased by 1.8 PPs from 55.7% in 2013-15 to 57.4% in 2014-16. This is 12.4 PPs over the target criterion established at 45%for the five year period of the strategic plan.	🟢
Goal 3 (BOR Goal 6). 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. Accountability Measure. 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. Target. By 2016, student IEP achieve goals will be increased by 7% over the 2011-2012 baseline.	This target focuses on increased independence through achievement of Individual Education Program (IEP) goals in the areas of expressive language. The baseline for measuring growth was established in 2011-2012 with expressive language achievement of 83.7%. For the 2015-16 school year, expressive language attainment was 73%, an increase of 5 PPs from the kn14-15 school year. However, this is 17.7 PPs below the target of 90.7% for the five-year period of the strategic plan.	🟢

GOALS	ACCOMPLISHMENT	
<u>Target.</u> By 2016, using an individualized transition battery of assessments, graduating students will increase their baseline score of 70.7% by 15%.	This target focuses on preparation of students for adult life. Using a battery of individualized career assessments, students are assessed for their preparation for work, postsecondary education, and independent living. The outcome of the assessment leads to changes in IEP goals and strategies. The 2012 baseline data measured skill acquisition at 71% with the 2015-16 performance measured at 89% proficient. This is unchanged from the 2014-15 school year and is 3.3 PPs above the target of 88.8% for the five-year period of the strategic plan.	🟢
<u>Goal 4 (BOR Goal 8)</u>. Iowa Braille and Sight Saving School and the Statewide System for Vision Services shall be increasingly efficient and productive. <u>Accountability Measure</u>. Inter-institutional efficiencies and cost-savings resulting from collaborative initiatives within and between the Regent institutions. <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.	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 have made the Director of Extended Learning a shared position responsible for the development of weekend and short term programs and summer campus to support student participation in extended learning opportunities in the Expanded Core Curriculum. The Special Schools benefit from purchasing savings and vendor negotiations conducted by the universities for goods and services. Shared enterprise resource planning software has been implemented to create efficiencies for business services, improve communication between the agencies, and allow for future collaboration and efficiencies with human resources support and services.	🟢