

Special Schools 2017 Strategic Plan Report

Executive Summary

The mission of the Iowa School for the Deaf (ISD) and Iowa Braille and Sight Saving School (IBSSS) is to provide education and serve as a leadership and consultative resource preparing deaf and hard of hearing, blind, visually impaired and deafblind students, from pre-school to age 21, for life as literate citizens who contribute to society. The priorities of the special schools strategic plan are to:

- Ensure students are proficient in reading and mathematics through progress monitoring and implementation of appropriate interventions that lead to improved instruction in the classroom.
- Increase constituent awareness and utilization of the programs and services offered by ISD and IBSSS.
- Promote effective use of resources to meet the goals for continuous improvement of programs and services.

The Iowa Educational Services for the Blind and Visually Impaired (IESBVI) and Iowa School for the Deaf (ISD) established goals for monitoring student progress in reading, and reading and mathematics, respectively.

During the 2016-17 school year, IESBVI and ISD established a baseline for participation and performance in the Formative Assessment System for Teachers (FAST) and Early Literacy Alternate Assessment (ELAA) for students served by IESBVI in Kindergarten through grade three.

Goal for participation by 2021:	100%
Baseline data for FAST participation:	70-75%
Baseline data for ELAA participation:	78-90%

IESBVI grade level reading benchmarks were met by 41% of students in fall, 33% in winter, and 29% in the spring screening.

Measures of Academic Progress (MAP) was used to monitor progress for students in grades three through eleven attending ISD.

3-year Average of ISD % of students with <i>growth in reading</i> :	54%
Fall 2016 Results of ISD % of students with <i>growth in reading</i>:	69%
3-year Average of ISD % of students with <i>growth in math</i> :	47%
Fall 2016 Results of ISD % of students with <i>growth in math</i>:	67%

Issues studied and addressed including accessing student data, studying research-based interventions that address the unique learning needs of deaf or blind students, training teachers on the use of data gathered through progress monitoring and the analysis and application of that data in the classroom to improve student achievement.

IESBVI and ISD established a goal to increase the understanding, recognition and respect constituents hold for the special schools as the state's resource for optimal education services for deaf and blind children. During the 2016-17 school year, a work plan was developed and a marketing firm was hired to assist ISD and IBSSS with the planning and implementation of strategies for branding, image improvement and marketing over the next 2-3 years.

IESBVI and ISD established a goal to seek and implement common practices and shared service functions that strengthen operational efficiency and effectiveness. Several efforts were implemented to create cost savings and efficiencies in the area of business services. Ongoing annual savings **are estimated at nearly \$135,000.**

Special Schools 2017 Strategic Plan Report

IBSSS/IESBVI Goal 1

Early Literacy Implementation (ELI): Promote effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers.

Goal - Children who are blind or visually impaired will meet grade level targets/benchmarks for reading as determined by the Formative Assessment System for Teachers (FAST) or Early Literacy Alternate Assessment (ELAA) by the end of third grade.

Target - By 2021, 100% of children in grades kindergarten through grade three who are blind/visually impaired, including those with additional disabilities, will meet grade level benchmarks.

Action Step 1: Ensure that all Students participate in the ELI assessment.

K-3 FAST Assessments	Fall Screening	Winter Screening	Spring Screening
Number Tested	42/59	42/57	43*/57
Percent	71.2%	73.3%	75.4%
K-3 ELAA Assessment			
Number Tested	53/59	50/64	55/66
Percent <i>2016-17 Baseline</i>	89.9%	78.1%	83.3%
* Spring results were not reported by local school districts to the Iowa TIER system for 21 students; 14 students assessed with the FAST and 7 students assessed with the ELAA.			

Action Step 2: Monitor the percentage of students who are visually impaired that read print and meet grade level targets/ benchmarks.

K-3 FAST Assessments	Fall Screening	Winter Screening	Spring Screening
Number Proficient out of Number Tested	14/34	11/33	10/34*
Percent at Benchmark <i>2016-17 Baseline</i>	41.2%	33.3%	29.4%
K-3 ELAA Assessment			
Scale 1- Reading Literature & Informational Text: key ideas and details	15.1%	16.0%	9.1%
Scale 2- Reading Literature: key ideas and details	24.5%	16.0%	12.7%
Scale 3- Reading Informational Text: integration of knowledge & ideas	11.3%	6.0%	12.7%
Scale 4- Reading Foundations: letter identification	22.2%	16.0%	16.4%
Scale 5- Writing: text types and purposes	13.2%	8.0%	9.1% ^o
Scale 6- Language: vocabulary acquisition and use	17.0%	22.0%	14.6%
Percent at Benchmark** <i>2016-17 Baseline</i>			
*Students who read braille are counted as participating in the FAST or comparable assessments, however braille is not an approved accommodation for FAST Screenings or comparable assessments. *Fourteen students used braille as an accommodation for the FAST or DIBELS spring screening and their results are not included in the number tested. **Students taking the Early Literacy Alternate Assessment receive the status of Persistently At Risk.			

Literacy Status of all BVI students grades K – 3 identified for FAST screener assessment, spring 2017

At the end of the 2016-17 school year, the following number of students fall into different literacy indicators.

Literacy Indicator	Number	Percent
Adequately Progressing	11	19.3%
At Risk	12	21.1%
Persistently At Risk	28	49.1%
Cannot Determine	4	7.0%
No Data Reported	2	3.5%
Total	57	100%

ISD Goal 1

Progress Monitoring: Promote effective, evidence-based assessment and instruction practices to support all students in becoming proficient in reading and math.

Goal - By 2021 all students in grades three through 11 will show annual increases in growth for reading and mathematics as measured by RIT scores.¹

Target – By 2021, 100% of students in grades three through 11 who are deaf or hard of hearing, will show annual growth based on a grade independent RIT score.

Action Step: Ensure all students participate in MAP assessments for Reading and Mathematics.

MAP Assessment All Grades - Reading	Fall 2013	Fall 2014	Fall 2015	3 Year Average*	Fall 2016**
Number Tested/Total Enrollment	36	44	44	41	48
Number of Students Making Growth	28	20	17	22	33
Percent of Students Making Growth	78%	45%	39%	54%	69%

***3 Year Average 2013-2015**

****Baseline Fall 2016-17 school year not including students assessed with alternate evaluation tools**

¹ Student MAP testing results are reported in RIT scores (short for Rasch Unit). The Rasch Unit is an equal interval scale of difficulty of the test item. A RIT score is an estimation of a student’s instructional level and also measures student progress or growth in school. MAP RIT scores range from about 100 to 300 and use a vertical scale to create a grade-independent test score.

	Students Making Growth by Department-- READING	Fall 2016
Elementary Grades 3-5	Number Tested/Total Enrollment	7/7
	Number of Students Making Growth	7
	Percent of Students Making Growth	100%
Middle School Grades 6-8	Number Tested/Total Enrollment	15/15
	Number of Students Making Growth	10
	Percent of Students Making Growth	67%
High School Grades 9-12	Number Tested/Total Enrollment	26/26
	Number of Students Making Growth	17
	Percent of Students Making Growth	65%

MAP Assessment All Grades – Mathematics	Fall 2013	Fall 2014	Fall 2015	3 Year Average*	Fall 2016
Number Tested/Total Enrollment	40	46	43	43	48
Number of Students Making Growth	25	21	14	20	32
Percent of Students Making Growth	63%	46%	33%	47%	67%
*3 Year Average 2013-2015					
**Baseline Fall 2016-17 school year not including students assessed with alternate evaluation tools					

	Percent of Students Making Growth by Department--MATH	Fall 2016
Elementary Grades 3-5	Number Tested/Total Enrollment	7/7
	Number of Students Making Growth	7
	Percent of Students Making Growth	100%
Middle School Grades 6-8	Number Tested/Total Enrollment	15/15
	Number of Students Making Growth	7
	Percent of Students Making Growth	47%
High School Grades 9-12	Number Tested/Total Enrollment	26/26
	Number of Students Making Growth	17
	Percent of Students Making Growth	65%

ISD/IBSSS Goal 2

Seek proposals and engage a firm to assist ISD/IBSSS in a five-year contract to develop a new name for joint services, and design and implement branding architecture, image improvement, and marketing and communication plans.

Goal – To increase the understanding of our purpose, recognition and respect IBSSS and ISD hold as the state's resource for optimal education services for deaf and blind children.

Target – By 2021, measureable growth will be seen in recognition of ISD and IBSSS mission and purpose by constituents, and understanding of ISD/IBSSS relationship with constituents evidenced by an increase in referrals and inquiries from the baseline data.

Progress to Date: In the fall of 2016, ISD worked with an Iowa State University purchasing agent to develop an RFP for “Branding, Image Improvement and Marketing Planning Services.” The proposal from Juice Box Interactive, a marketing firm in Des Moines, was selected.

Timeline and Next Steps:

- An initial meeting with the firm and IBSSS/ISD administration was held in August 2017 to begin work.
- By June 2018, determine baseline for stakeholder recognition of vision and understanding of purpose and mission.
- By June 2019, develop clear and unified identity for IBSSS/ISD and their programs and services.
- By June 2020, develop a marketing plan specific to programs and services that relate to stakeholders and call them to action.

ISD/IBSSS Goal 3

The Special Schools will be increasingly efficient and productive.

Goal - IBSSS and ISD shall continue to seek and implement common practices and shared service functions that strengthen operational efficiency and effectiveness.

Target – By 2021, ISD and IBSSS will identify and implement additional efficiencies and cost savings annually from the baseline established in 2016-17.

Progress to Date:

- Gathered baseline data for program FTE and operating budgets from program areas.
- Reviewed policies and procedures for alignment for business services. A single set of procedures for purchasing and employee expense reimbursement were written and implemented for IBSSS and ISD.
- Implemented new enterprise resource planning software to facilitate joint operation of budgeting, accounting and payroll. Allows for cross training and shared services. On-going annual savings from consolidation of information technology purchases and cloud storage and recovery systems are estimated to be \$64,500 in FY18.
- Fleet ownership converted to more cost effective and efficient vehicle lease and service programs through Iowa State University creating an estimated annual savings of \$25,000.
- A shared service agreement with Lewis Central Community School district for the director of food services will result in on-going savings of \$27,000.
- Developed work plans to move all administrative and business services off campus, allowing for the sale and transfer of property.

Data	2016-17	Action	2017-18	Action
	Status		Status	
Administration Business Services				
FTE	ISD / IBSSS		ISD / IBSSS	
	11.2 / 3.0	Baseline		
Budget	ISD / IBSSS		ISD / IBSSS	
	\$1,437,962 / \$1,130,549	Baseline		
Policy	Human Resources Info Tech Purchasing Contracts and Leases	Reviewed Reviewed Aligned Aligned		
Procedure	Human Res Info Tech Purchasing Contracts and Leases Info Tech Purchasing Contracts and Leases	Reviewed Reviewed Aligned Aligned Reviewed Aligned Aligned		
One-time Savings	Cloud E-mail Storage	\$15,000		
On-going Savings			Cloud File Storage	\$9,500
On-going Savings			Consolidated Purchasing	\$5,000
On-going Savings			Consolidated Licensing	\$5,000
On-going Savings			Copier Lease Renewal	\$16,750
On-going Savings			Single ERP	\$16,625
On-going Savings			Backup/Disaster Recovery	\$30,000
General Services				
FTE	ISD / IBSSS		ISD / IBSSS	
	13.0 / 7.0	Baseline		
Budget	ISD / IBSSS		ISD / IBSSS	
	\$1,890,386 / \$1,236,248	Baseline		
Policy				
Procedure				
One-time Savings				
On-going Savings			*Vehicle Leasing	\$25,000
Education				
FTE	ISD / IBSSS		ISD / IBSSS	
	46.63 / 50.23	Baseline		
Budget	ISD / IBSSS		ISD / IBSSS	
	\$4,634,863 / \$5,849,080	Baseline		
Policy				
Procedure				
One-time Savings				
On-going Savings				
Student Services				
FTE	ISD		ISD	
	30.34/0.0	Baseline		
Budget	ISD		ISD	
	\$2,961,719	Baseline		
Policy				
Procedure				
One-time Savings				
On-going Savings			Shared Food Serv Director	\$27,000
			Total Savings One-time	\$15,000
			On-going	\$134,875

* Projected