

**MEMORANDUM**

**To:** Board of Regents

**From:** Board Office

**Subject:** Approve the Iowa School for the Deaf Strategic Plan Progress Report

**Date:** December 4, 2000

**Recommended Action:**

Approve the Iowa School for the Deaf strategic plan progress report.

**Executive Summary:**

The mission of the Iowa School for the Deaf is to provide comprehensive and appropriate programs and services that will enable deaf and hard of hearing students attain personal excellence. The Key Result Areas developed to achieve this mission are: Quality Teaching, Pupil Personnel and Administrative Services; Strengthening and Expanding Creative and Innovative Programming; Maintaining Facilities and Equipment with Sufficient Funding, and Accountability. Under each Key Result Area, ISD has listed objectives and indicators. Its Strategic Plan also has a list of benchmarks, for which targets have been established.

There are no changes this year in ISD's Strategic Plan. The emphasis this past year has been in additional data collection for the benchmarks (see Attachment, pages 14-15). ISD's progress report on the benchmarks is attached (see Attachment, pages 16-23). A number of the benchmarks have reached their targets. The ISD Advisory Committee reviewed and approved the Strategic Plan. The Superintendent has indicated to the Advisory Committee that it may be necessary to develop new targets in some areas.

ISD is preparing for accreditation visits in 2001. As part of the process of writing its self-study, ISD faculty and staff are carefully assessing how the Strategic Plan is being implemented. The ISD Advisory Committee will also review the self-study document in the spring.

**Background:**

The first ISD Key Result Area (KRA), Quality Teaching, Pupil Personnel and Administrative Services, and part of the second ISD Key Result Area, Strengthening and Expanding Creative and Innovative Programming, match the first KRA of the Board on Quality. The second Board KRA, Access, is addressed, in part, through the School's efforts to provide teaching quality and innovative programming; ISD is open to all students in Iowa who are deaf or hearing-impaired. It serves such students both on-campus and in their communities in conjunction with local school districts and the area education agencies. The third and fourth Key Result Areas of ISD relate directly to the Board's KRA on Accountability.

ISD has developed 21 benchmarks which were approved by the Board in December 1998. Since that time, the ISD Advisory Committee and the president of the Board have provided input concerning the benchmarks. Some changes in language have been made to these benchmarks.

Certain benchmarks are measured by data which relate to the Board of Regents performance indicators and related Action Steps. An update of the data are provided as part of this report. They are:

- 1.1.1.2 Average undergraduate class size
- 1.1.1.4 % of faculty using instructional technology
- 1.1.1.4 % of classes in which computers are used as an integral part
- 1.1.1.4 % of faculty who use computers
- 1.1.1.4 % of students with technology accessibility as part of their Individual Education Plan
- 1.1.1.7 Special School Student Outcomes (see benchmarks)
- 1.1.1.7 Number of faculty resignations, retirements, new hires
- 1.2.1.2 State appropriations requested
- 1.2.1.4 Number of annual contributors and dollar amount of contributions
- 1.2.1.7 % of resources reallocated annually
- 3.1.2.3 Racial/ethnic composition of student, faculty, and staff populations in percentages
- 3.1.2.3 Student retention and graduation rates by ethnic/racial category
- 4.3.1.1 Deferred maintenance backlog and expenditures in millions of dollars
- 4.3.3.1 Amount of capital improvement funds requested and received in dollars

**Analysis:**

Progress was made last year in refining the strategic plan. The Board Office will continue to work with the School to develop more specific indicators for future reports, and will continue to monitor progress toward the benchmarks. That process will occur as ISD prepares for its North Central Association accreditation, as well as accreditation by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).

A review of some of the benchmarks indicates progress has been made over the five years from FY 1996 to FY 2000 in the following areas (see Attachment to this memorandum, pages 5 to 15):

- 1) Percent of graduates accepted for college or work -- 78% to 91%
- 2) Percent of graduates exceeding national graduation rate -- consistent at 100%
- 12) Percent of student life-direct care) staff with post-secondary degrees -- from 39% to 49%
- 13) Sign language proficiency for faculty and staff (2 levels above the required level for position) -- from 32% to 50%
- 14) Number, total, and percentage of faculty, staff, and teacher aides participating in external staff development activities -- faculty from 24% to 92%; staff from 89% to 100%; and teacher aides, from 0% to 55%

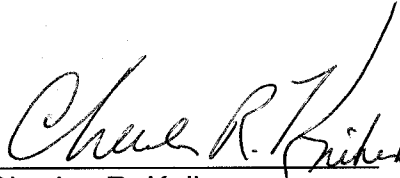
The Advisory Committee has asked for more clarification of the following criteria:

- 3) ISD students making achievement scores above the "national norm" (Describe the national norm tests used in specific content areas.)
- 6) IEP goals (What does it mean to have exceeded the target?)
- 7) Percent of high school students with transitional plans (What is the quality of the plans?)
- 18) Communications with families of students (Move from quantity to an evaluation based on types of communications.)
- 21) Deferred Maintenance completed (Examples requested of maintenance completed.)

The Superintendent agrees that more needs to be done in the areas of percent of faculty with advanced degrees (10) and percentage of faculty with national certification (11).

At meetings last year, the ISD Advisory Committee devoted substantial time to discussing the strategic plan and the benchmarks. At its fall, winter and spring meetings in 2000-2001, members will spend additional time addressing the vision, benchmarks, and indicators. There is particular interest in hearing the results of surveys of students and their families, and alumni, regarding their preparation for the world of work and post-secondary educational opportunities. Another point of emphasis will be improvement of the reading abilities of students. Also, a review of transitional programs will occur.

The administration of ISD provided the University of Northern Iowa with materials regarding curriculum needed by teachers of the hearing impaired. The development of the Regent universities' program for teachers of the hearing impaired and deaf is of special interest to ISD and the ISD Advisory Committee.

  
Charles R. Kniker

Approved:

  
Frank J. Stork

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