

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Final Approval of the Iowa School for the Deaf Strategic Plan Progress Report  
**Date:** January 6, 2003

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**Recommended Actions:**

1. Approve the progress report.
2. Approve the request to change Benchmark 1.3.1.2 to make it consistent with other similar benchmarks. The proposed language is as follows: "By the end of year FY04, 70% or more of the students in the 3<sup>rd</sup> through 12<sup>th</sup> grades will score between the 31-70 percentiles on the Stanford Achievement Test for the Hearing Impaired (SAT-HI) mathematics subtest."

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**Executive Summary:**

The Iowa School for the Deaf 2001-2006 Strategic Plan focuses on the provision of comprehensive and appropriate programs and services that will enable deaf and hard of hearing students to attain personal excellence. The 2001-2006 Strategic Plan includes strategies and benchmarks for each of the following four Key Result Areas (KRA):

**Key Result Areas**

- KRA 1.0.0.0 - Provide a quality education program through competent teaching, well-trained staff, and extensive administrative services;
  - KRA 2.0.0.0 - Strengthen and expand the creative and innovative programming at Iowa School for the Deaf;
  - KRA 3.0.0.0 - Provide a safe, healthy learning environment by maintaining facilities, equipment, and operating budgets that are sufficiently funded; and
  - KRA 4.0.0.0 - Promote flexibility, efficiency, cooperation, and accountability at the Iowa School for the Deaf.
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**Institutional Benchmarks**

This memorandum reports the progress made on the Iowa School for the Deaf 2001-2006 Strategic Plan, as measured by the School's institutional benchmarks. The listing of institutional benchmarks can be found in Attachment A, pages 6-8. The corresponding charts can be found in Attachment B, pages 9-28.

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**Analysis Section Overview**

The Analysis section of this memorandum:

- 1) Provides the current language and the proposed new language for Benchmark 1.3.1.2 in which Iowa School for the Deaf is requesting a change to make it consistent with the language in other benchmarks;
  - 2) Provides the updated FY02 data for the institutional benchmarks associated with the Iowa School for the Deaf 2001-2006 Strategic Plan; and
  - 3) Summarizes Superintendent Johnson's 10/28/02 letter to the Board, subject "Strategic Plan Comments, Iowa School for the Deaf." This letter can be found in Attachment C, pages 29-30.
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2001-2006  
Strategic Plan

The Iowa School for the Deaf 2001-2006 Strategic Plan can be found in Attachment D, pages 31-50.

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**Strategic Plan:**

The Board of Regents is committed to maintaining consistency and linkages between the institutional strategic plans and performance indicators and the Board of Regents Strategic Plan and Performance Indicators. The Iowa School for the Deaf 2001-2006 Strategic Plan and institutional benchmarks are consistent with the Board's Strategic Plan and Performance Indicators, specifically the Common Data Sets for the Special Schools.

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**Background:**

The Iowa School for the Deaf 2001-2006 Strategic Plan was approved by the Board in July 2001 and became operational in September 2001. The comprehensive effort of the ISD administration, faculty, and former advisory committee in developing the current Strategic Plan resulted in significantly more strategies and benchmarks for each Key Result Area. During the 2001 joint accreditation visit, North Central Association and Conference of Educational Administrators of Schools and Programs for the Deaf indicated that ISD's Strategic Plan was exemplary and was a model for other Deaf schools.

In addition, values and culture statements were developed for inclusion in the 2001-2006 Strategic Plan to complement the existing mission, beliefs, and vision statements.

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Mission  
Statement

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing them with comprehensive and appropriate educational programs and services.

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Vision  
Statement

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The School will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate accountability and progress toward attaining its goals and objectives.

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Values  
Statement

The Iowa School for the Deaf values the pursuit of optimal educational and personal growth experiences for each student, so that each one may become a contributing member of society. Toward that end, the administration, faculty, staff, and students of the Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics;
- Integrity in facing challenges;
- Honesty in all endeavors;

Values  
Statement  
(cont'd)

- Civility toward all people;
- Compassion for others; and
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem-solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

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Culture  
Statement

The Iowa School for the Deaf seeks to provide a safe, relaxed educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students utilize reading, writing, the use of sign language, oral speech, residual hearing, and speech reading, as appropriate, in their communication;
  - Offers a supportive residential program;
  - Promotes frequent and in-depth contacts with families of students;
  - Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department;
  - Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum; and
  - Recognizes and fosters the role and importance of deaf culture and heritage.
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Beliefs  
Statement

1. Learning is a process that occurs in all of life's activities.
  2. Deaf and hard of hearing students are the central focus of our learning vision.
  3. Deaf and hard of hearing students deserve the most appropriate individual learning environment.
  4. Our educational systems must be comprehensive to respond to the individual needs of deaf and hard of hearing learners.
  5. The role and importance of deaf culture and heritage should be recognized and fostered.
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**Analysis:** Iowa School for the Deaf is requesting a working change in Benchmark 1.3.1.2 to make its language consistent with the language in other benchmarks addressing a similar topic. The current language and the proposed new language follow:

Requesting Change in Benchmark 1.3.1.2

Current Language: "By the end of the year FY03, students in grades 3–8 will score 70% or higher on their level of the Stanford Achievement Test for the Hearing Impaired (SAT-HI)."

Proposed Language: "By the end of year FY04, 70% or more of the students in the 3<sup>rd</sup> through 12<sup>th</sup> grades will score between the 31-70 percentiles on the Stanford Achievement Test for the Hearing Impaired (SAT-HI) mathematics subtest."

Institutional Benchmark Measures

This section provides data on select institutional benchmarks associated with the Iowa School for the Deaf 2001-2006 Strategic Plan. The listing of institutional benchmarks listed below includes only FY01 and FY02 data. The complete listing of institutional benchmarks can be found in Attachment A, pages 6-8, with the corresponding charts found in Attachment B, pages 9-28.

No.	Benchmark Measure	FY01	FY02
1	% of graduates accepted for college or work (excluding LIFE program students) (No Target Provided)	100%	100%
2	% of graduates exceeding national graduation rate (No Target Provided)	100%	100%
3	ISD students in grades 5-12 exceeding achievement scores for deaf children (excluding LIFE program students) (Target: Exceed National Norm)	Exceeded	76% scored above the 70 <sup>th</sup> percentile
6	IEP Goals (Target: 90%)	82% ES 51% MS 61% HS	60% ES 54% MS 75% HS
7	% of high school students with transitional plans (Target: 100%)	100%	100%
9	% of graduating class with computer proficiency (Target: 70%)	100%	100%
10	% of faculty with advanced degrees (Target: 65%)	61.3%	63%
11	% of faculty with national certification (Target: 90%)	66.1%	65% (revised)
12	% of student life (direct care) staff with post-secondary degrees (Target: 50%)	50%	53%
17	Faculty to student ratios (E = Elementary; S = Secondary; O = Off-campus)	E=1:2.93 S=1:2.74 O=1:16.4	E=1:3.2 S=1:2.5 O=1:21
18	Communications with families of students (Target: 30)	30+	3,822
20	Student enrollments on and off campus (Target: Equal numbers on and off campus)	On - 143 Off - 115	On - 130 Off - 105
21	Deferred maintenance completed (Target: 10%)	9%	21%

- Superintendent Johnson's Progress Summary
- Superintendent Johnson's 10/28/02 letter to the Board (Attachment C, pages 29-30), subject "Strategic Plan Comments, Iowa School for the Deaf," provides a narrative progress report on the 2001-2006 Strategic Plan. The major points included in the letter follow:
- Staff Development
- All on-campus staff development activities have focused on the priority areas of reading enhancement for students, behavioral management of students, and technology literacy.
- Advanced Degrees
- 63% of the faculty have attained advanced degrees (Target 65%). An additional 30% are working on advanced degrees or have taken graduate courses. Although emphasis is placed on faculty taking graduate courses, budgetary difficulties have substantially reduced the number of approvals granted.
- National Certification
- 65% (*revised*) of the faculty have Council on Education of the Deaf national certification (Target 90%).
- Post-Secondary Degrees
- 53% of the student life (direct care) staff have post-secondary degrees (Target 50%).
- Deferred Maintenance
- Deferred maintenance projects are addressed as best possible. Because many faculty and staff positions were left vacant, some funds became available for these projects. The budget was drastically reduced due to insufficient appropriations; the priority was to fund salaries and benefits.
- Reallocation
- 3.1% of the budget was reallocated, virtually all of which was directed to salaries and benefits.
- Positions Eliminated
- Two administrative positions (one principal and the assistant to the superintendent), one counselor, one librarian, and several residential counselors were eliminated. Students were consolidated on dormitory floors to ensure adequate supervision.
- Interinstitutional Activities
- More than 32 projects with Iowa State University; inter-agency partnerships with five school districts; multiple programs with AEA 13; a Transition Alliance Program with Vocational Rehabilitation Services; cooperative agreements with the Iowa Department of Education (statewide consultant); and the Nebraska initiative.

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**Performance Indicators:**

A complete report of the Board of Regents Performance Indicators, including charts and tables, is presented in the Annual Report on Performance Indicators.

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William R. Nelson

Approved:   
Gregory S. Nichols