

# Kansas State School for the Deaf

## School Improvement Profile

### 2018-19



#### **Mission Statement**

*To ensure that all students we serve  
reach their full potential in a language-  
rich environment*

# FOREWARD

Kansas schools have worked hard to establish rigorous and challenging learning standards for all students. In the 21<sup>st</sup> century, students will face constant change in our advancing society. Schools will have to maintain high standards that will provide all students with the necessary skills to be lifelong learners and to meet the challenges of the future.

The Kansas School for the Deaf is an accredited school through the state of Kansas. The Department of Education has developed a new accreditation system beginning in 2016-17. The new system, KESA, will ensure quality and continual improvement in producing college and career ready students. In this systems approach to accreditation, schools will focus on collaboration, stakeholder involvement and continual improvement.

The Kansas School for the Deaf (KSD) is also accredited by the Conference of Administrators for Schools and Programs for the Deaf (CEASD), a national organization. The CEASD School Accreditation process provides schools with a comprehensive framework for continually improving student learning and school effectiveness.

This profile report will reflect the Kansas School for the Deaf's progress in meeting the CEASD standards as well as information on the development and implementation of the school improvement plan. In addition, demographic data and general information about the program is included.

The principle of continuous improvement is the belief that improvement is a never ending adventure; an endless journey. Our focus will be to continue the journey to ensure the best possible education for all of our students.

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# Background Information

The Kansas School for the Deaf is the oldest state educational institution in the State of Kansas. The School was founded in 1861 by Philip A. Emery, a deaf man who had been a teacher at the Indiana School for the Deaf. The School was originally located in Baldwin City. After four years in Baldwin, the school was moved to its current location in Olathe in 1866 where it continues its rich tradition as a large center school serving deaf children throughout the state of Kansas.

The school is recognized nationally for its academic excellence in pre-college preparation and its career and transition program leading to job placement upon graduation. KSD is also noted for its winning athletic teams (National Deaf Champions in football, basketball, and volleyball) and still boasts of beating the University of Kansas in baseball in 1897 and 1900. The Kansas School for the Deaf (KSD) is fully accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the Kansas State Board of Education. It offers comprehensive educational programming from preschool through high school including the following services:

- Early Childhood, Elementary and Secondary Outcomes-based Instruction and dual placement options.
- Birth to three early intervention services.
- Technology tools including internet access, 1 on 1 Chromebooks, networked library resources, and multi-media programming opportunities
- Residential accommodations with programming which focuses on development of responsibility and individual living and interpersonal skills
- A full array of Related Services including speech therapy, ASL therapy, occupational therapy, physical therapy, psychological testing, counseling, social work and health care.
- Statewide outreach department featuring consultation, training and shared learning
- An accessible environment where Deaf students where students receive full language access in ASL and English.
- Transition services from early childhood through post-secondary.

# Background Information

Deaf students must communicate and interact in two different cultures. Consequently, American Sign Language and English are both valued and are an integral part of the total school program. It is a part of the KSD mission to develop in each child, fluency in one or more languages, and through those languages make accessible the same outcomes accessed by all children in Kansas Public Schools.

American Sign Language (ASL) is recognized as the language that characterizes communication among most of our students. ASL is a first and native visual language for most Deaf children while English is taught as a second language. Consequently, during a child's early, formative years an environment rich in first language communication (ASL) is considered essential for building the foundation needed to establish fluency in a second language (English).

All appropriate means of acquiring fluency in a second language are implemented and stated on Individualized Education Programs (IEPs). These include reading, writing, speech and language therapy, use of amplification, and ASL instruction. Recognizing the need for exposure to both languages, KSD provides:

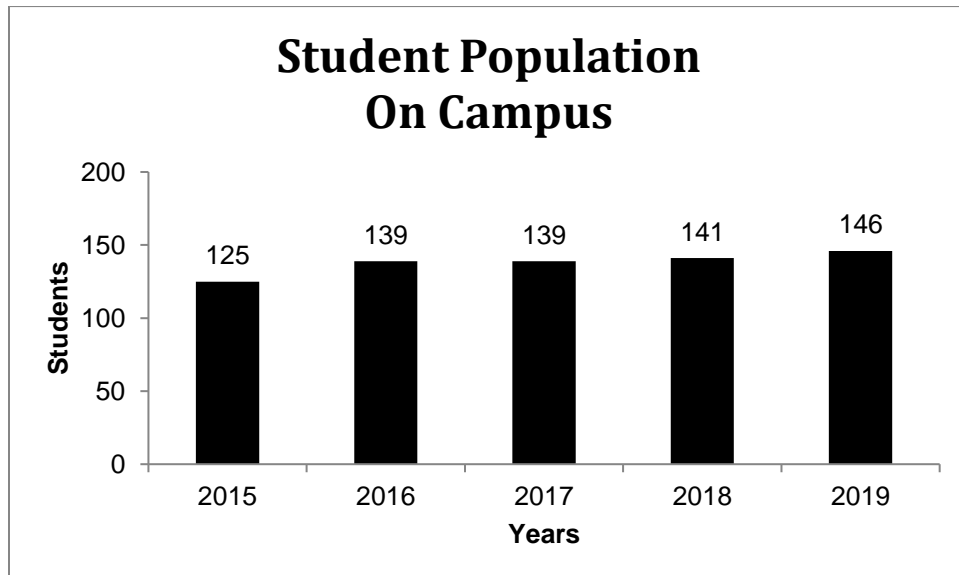
- Deaf adult role models
- ASL classes
- Emphasis on Signacy, Literacy, and Oracy
- An environment of acceptance, which provides a positive self-image and the confidence, needed to develop fluency in a second language.

The school recognizes the need to nurture the whole person, promoting mental, emotional, and physical growth. Leadership development opportunities at KSD include:

- Student government
- Junior National Association of the Deaf
- Academic, ASL, and Oratorical competitions
- Athletic participation in volleyball, football, basketball, track, and cheerleading
- Fine Art classes (i.e. art, performing arts, photography)

## Student Population

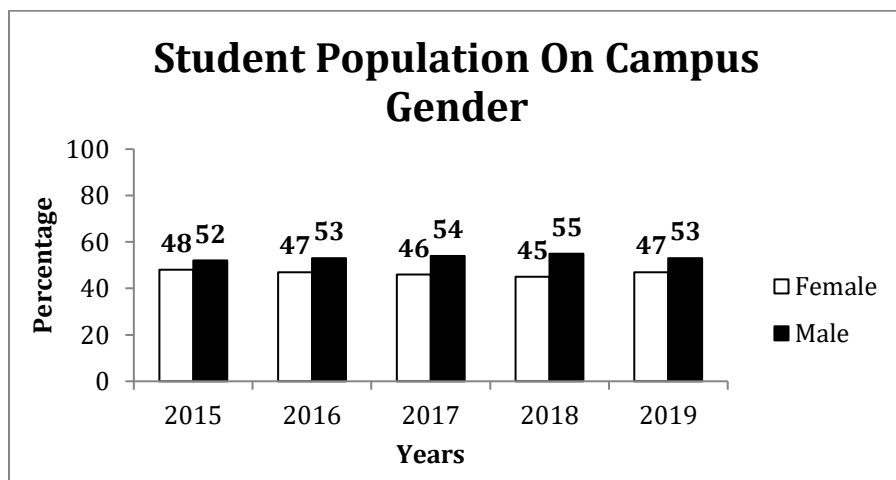
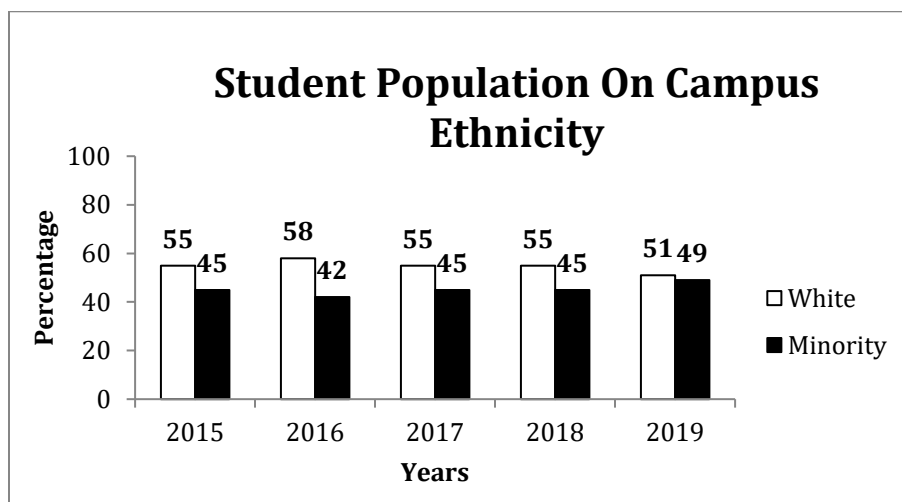
On November 15, 1866, the Kansas School for the Deaf had an enrollment of 18 students when it moved into its newly constructed stone building in Olathe. By the year 1893, the enrollment of the school had soared to more than two hundred students. The population of KSD has fluctuated throughout the history of the school. In the 1960's and 1970's the population swelled due to a nationwide rubella epidemic. With Federal law, mandating more local options, the population on campus has slowly declined. During the last decade, KSD has expanded its outreach services to assist deaf and hard-of-hearing children enrolled in programs all across Kansas. The Outreach Program serves students and districts through its Auditory Training Unit program, Evaluation Services, and Consultations. The KSD staff also provided direct training for professionals who work with deaf children statewide. KSD also provides services designed to assist early intervention networks and/or other service professionals in providing for the needs of children who are deaf, birth to three years old. During the past year, the program provided instruction through in-home visits to families in the Kansas City area. The program also provides information to a variety of early intervention programs statewide.



# Population Trends Over Time

## Disaggregated

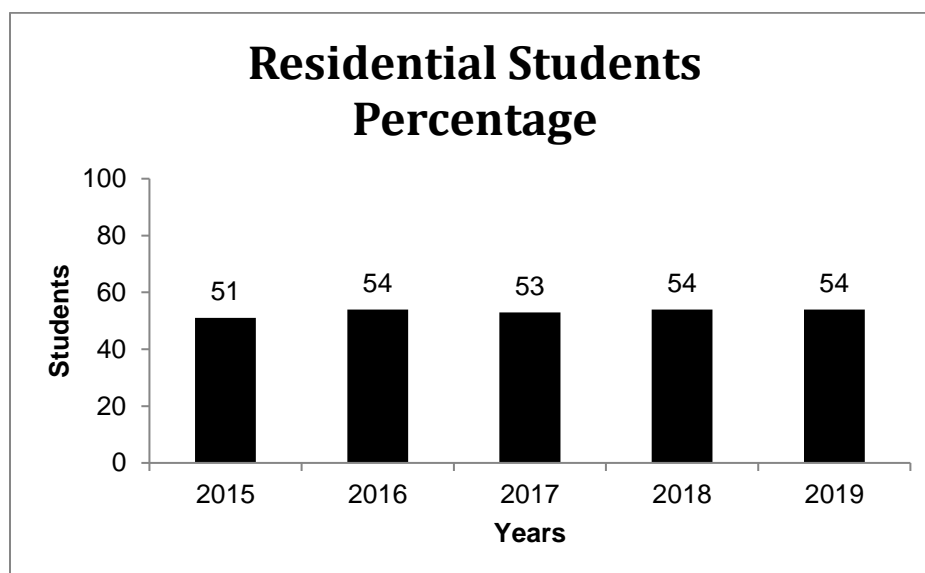
The population data was disaggregated for two different variables by **gender** and by **race/ethnicity**. Data is not disaggregated by socio-economic status since KSD cannot identify this group.



## Population Trends Over Time

### Residential Students

The following graph displays the percentage of residential students from 2014 through 2018. Some of our students stay full time in the dormitory (5 days a week) while others stay on a part time basis (1 – 4 days a week). Both groups of students were counted as being a residential student.

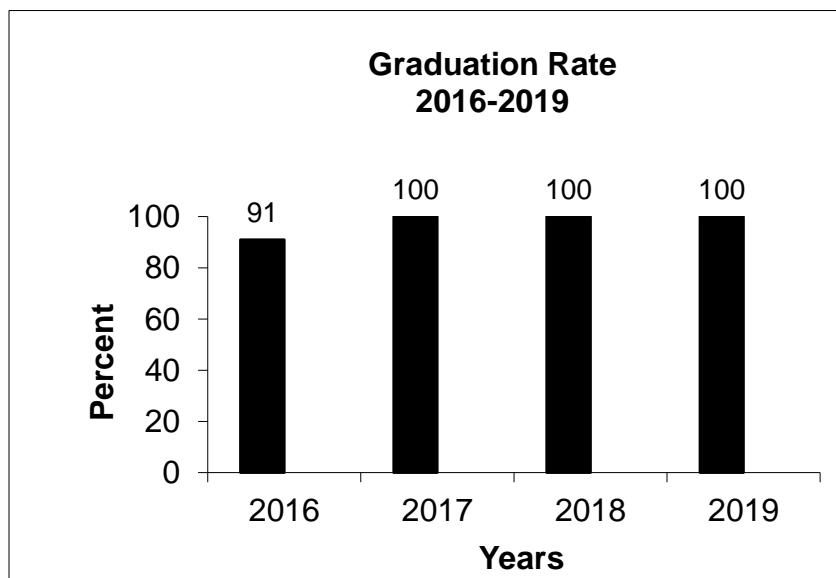
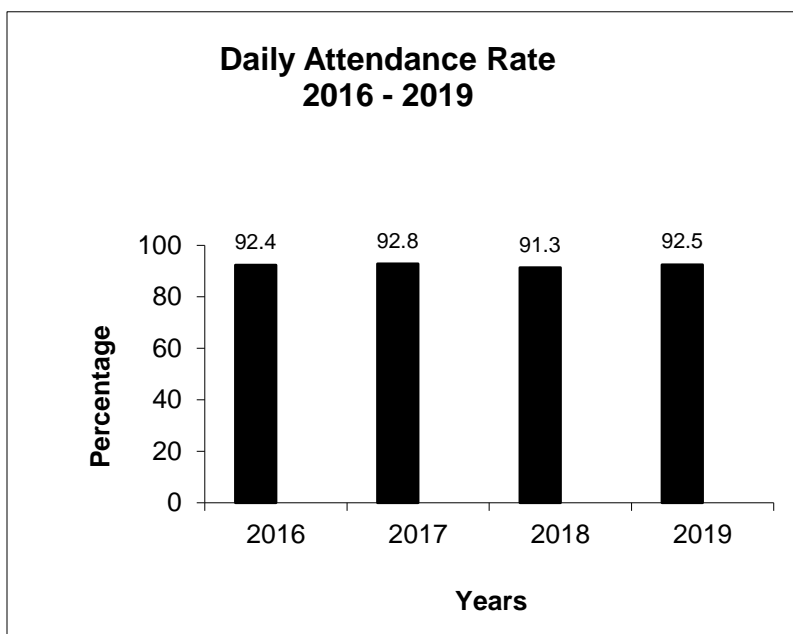


	2019
Full Time Residential Students	37
Part Time Residential Students	17



## Student Attendance and Graduation Rate

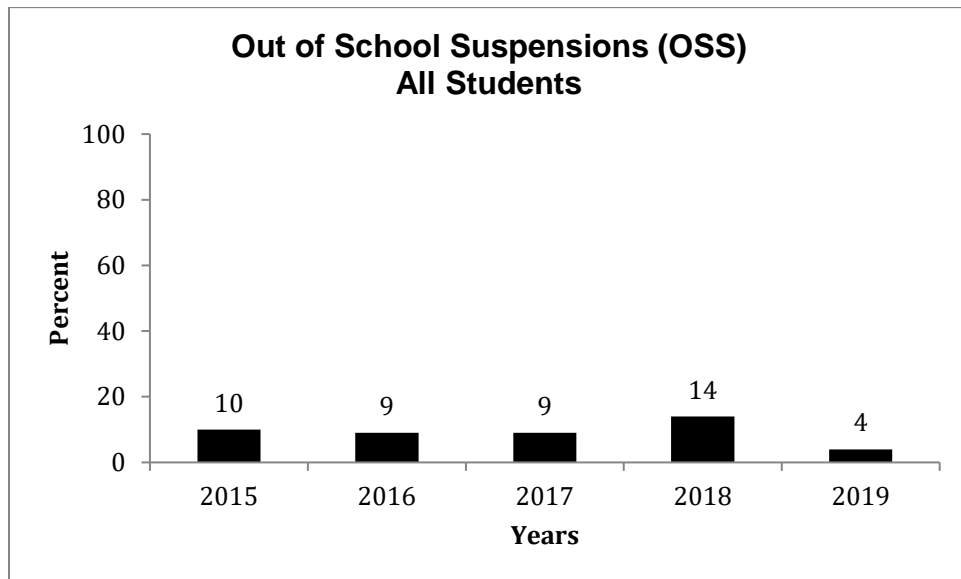
Attendance data from the Kansas School for the Deaf for the years 2016 -2019 is displayed below.



# Student Suspensions

## Out-of-School (OSS)

The graph below displays the out-of-school suspension data. The first graph below displays the percentage of students receiving an **out-of-school suspension (OSS)** from 2015 – 2019.



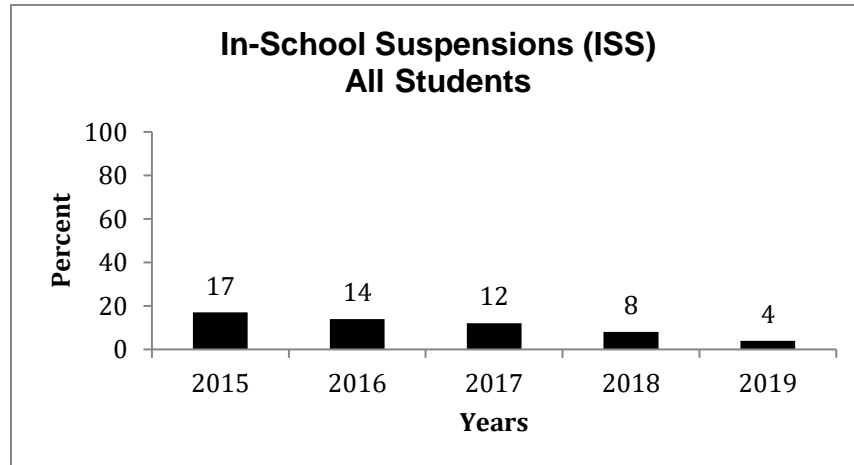
The following chart displays the breakdown of out-of-school suspensions by Department for the year 2018. This chart represents the number of students in each department receiving an Out of School Suspension (OSS)

DEPARTMENT	2019
Elementary	0
Secondary	5

# Student Suspensions

## In-School (ISS)

The graph below displays the in-school suspension data. The first graph below displays the percentage of students receiving an **in-school suspension (ISS)** during the 2015 – 2019.

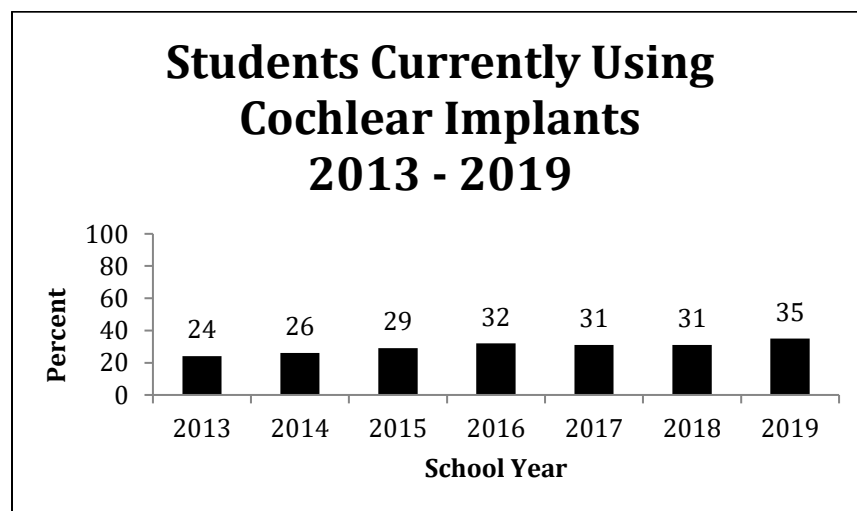


The following chart displays the breakdown of in-school suspensions by Department for the year 2018. This chart represents the number of students in each department receiving an in-school suspension (ISS).

DEPARTMENT	2018
Elementary	6
Secondary	0

# Cochlear Implants

A cochlear implant is a device that provides direct electrical stimulation to the auditory (hearing) nerve in the inner ear. Children and adults with a severe to profound hearing loss who cannot be helped with hearing aids may be helped with cochlear implants. The cochlear implant does not result in “restored” or “cured” hearing. It does, however, allow for the perception of the sensation of sound.



## **Additional Information as of May, 2109**

Forty-four percent (44%) of our students have or have had a cochlear implant.

Thirty-five percent (35%) of our student population are currently using cochlear implants.

Sixty percent (60%) of our students utilize some form of amplification

- Of the sixty percent (60%) of our students who use amplification, 58% use cochlear implants and 43% use hearing aids.

# Mission and Vision

The Kansas School for the Deaf develops vision, mission, and core value statements through a school wide collaborative process. A committee solicits feedback from all departments in the school as well as the Advisory/ Site Council. We make a concentrated effort to involve all staff in the process, which we feel, leads to a stronger commitment. The vision and mission statements are printed on most of our documents and can be viewed at our school's website: [www.kssdb.org](http://www.kssdb.org) as well as in this profile document.

Our school's core value statements revolve around a strong bilingual philosophy. Our bilingual program is a "maintenance" not a "subtractive" program. In many bilingual programs with hearing students, the first language is reduced as the second language is increased. Our deaf students will always need to use and maintain their first language (ASL) as they develop their second language (English). To support the bilingual mission, our leadership has committed to funding a bilingual coordinator, expanding the ASL (American Sign Language) tutorial program, creating ASL immersion and ASL Language Arts classes, developing a strong bilingual preschool program, and providing staffing for a birth to 3 program.

Our stated mission is facilitated by the implementation of a strong school improvement program. New interventions and programs are routinely being considered as our population changes.

The school makes an effort to identify the skills our students will need when they graduate. With technology advances constantly impacting education, it is difficult to predict the future skills our students will need.

# Mission and Vision

Our mission/vision and belief statements also define our school as a resource for deaf education programs statewide. To support that belief, our leadership has created an outreach resource team whose mission is to provide services for students, parents and school districts throughout the state of Kansas. Services include providing online courses, workshops, comprehensive re-evaluations for students, a lending library on deafness for parents and professionals, and state auditory training equipment lease program.

During the 2018-19 school year, a new mission committee was formed and our vision, mission and core values were revised as part of our CEASD and KESA accreditation process. In addition, the school developed a new diversity statement which reflects our school's commitment to providing a safe and welcoming environment for all students and staff.

The committee consisted of teachers in both the elementary and secondary departments, administrators, student life staff, paraprofessionals, and parents. We made a concentrated effort to involve as many stakeholders as possible in order to get as many different perspectives as we could. Feedback was collected from staff, community members, students, parents, and the state department of education through online surveys and small group meetings. The committee considered the feedback and developed revised vision, mission, and core values statements. In the spring of 2019, the statements were presented to the Kansas School for the Deaf leadership team (KSDLT) and the school's advisory council for review. Following a final round of revisions, the statements were approved.

Our current Vision, Mission, Diversity statements and Core Values are listed on the following page.

## **KSD Vision Statement**

Every student who is Deaf or Hard of Hearing in Kansas will achieve personal success and become a responsible and productive citizen.

## **KSD Mission Statement**

To ensure that all students we serve achieve their full potential in a language-rich environment.

## **KSD Diversity Statement**

The Kansas School for the Deaf values the diversity of the students we serve. We believe all students must be able to understand, appreciate, work with, and learn from people with cultures and backgrounds different from their own.

## **Core Values**

### **KSD believes that:**

- Each student has the right to a safe educational environment.
- Each student has the right to an academically rigorous program.
- Each student has the right to full access to ASL and English. Both languages are crucial to a student's development and are equally valued.
- Each student and their family should be given the opportunity to be exposed to and experience Deaf culture.
- Individuals, aged birth to 21, throughout the state of Kansas who are Deaf or Hard of Hearing, deserve quality outreach services, resources, and support. By collaborating with families, communities, and professionals we can provide comprehensive and unbiased information that addresses their specific, unique needs.
- Each student and their family have the right to transition services to understand the student's needs, access available services, and utilize programs for the benefit of the student's educational career and into post-secondary life.

# Governance and Leadership

The Kansas School for the Deaf has established policies and procedures that provide for the effective operation of the school. The school is fully accredited by the state of Kansas and complies with all state and federal regulations. In 2014, KSD also was awarded full accreditation through The Conference of Administrators for Deaf Schools and Programs (CEASD). The CEASD accreditation will be in effect through 2019.

To clarify expectations, a parent/student handbook outlining the school's policies and procedures is made available to all parents and students. The staff is also provided with an online policy handbook through the HR department.

The curriculum/assessment coordinator works with the teachers to review the available assessment data to identify trends. If a trend, either positive or negative is identified, appropriate action is taken by the leadership team both at the individual and/or department level. When funding permits, curriculum content-area committees meet with the Curriculum/Assessment coordinator in the summer to continue to upgrade curriculums and related resources.

The school publishes a comprehensive profile annually. The profile's purpose is to provide a "window" to the school including demographic data, general information on the school, as well as student achievement data.



# Governance and Leadership

KSD has an ongoing, teacher-led school improvement program. Teachers are selected for leadership roles in all areas of school improvement. The principals of each department are responsible for the development and implementation of the school improvement process. All school improvement committees are predominately teachers. These committees are empowered by the administration to develop school improvement goals. The curriculum/assessment coordinator serves as a resource to both the principals and the teacher committees. Once the improvement plans are in place, the administration provides the necessary resources to make them effective.

School curriculum committees are teacher-led under the guidance of a curriculum coordinator. The teachers on these committees provide the curricular leadership for the school. These teachers meet as-needed throughout the school year.

All students are on individual educational plans (IEP). The school has an IEP coordinator position to help monitor compliance and to ensure proper procedures are followed. The coordinator helps ensure equity of learning opportunity through each student's IEP.

The school has an Endowment Association, which helps support a variety of student needs. During the 2017-18 school year, the Endowment Association supported the Accelerated Reader classroom incentive program by providing funds for individual and department rewards to be used with the AR program. The Association supported teacher-projects, student workshops, as well as providing funds for purchasing academic and extracurricular supplies.

# Teaching and Learning

A curriculum assessment coordinator oversees the development of content area curriculums, coordinates all state and local assessments, and provides professional development and resources to support the school improvement plan. Our local curriculums are aligned with the Kansas College and Career Ready Standards. Staff training on the curriculum, interventions and effective instructional strategies is offered to all departments on school inservice days.

Our students have a wide range of abilities, which correlate to a number of factors including access to early language in ASL and the presence of additional disabilities. In order to accommodate this wide range of abilities, the curriculum department uses a variety of curriculums including the Unique Learning curriculum for students with additional disabilities. The use of multiple curriculums is intended to meet each student's individual needs.

American Sign Language (ASL) is used as the first language for most of our students. It is through ASL and Reading English print that our students access the curriculum content. Knowledge of bilingual methodology for the deaf and hard of hearing is a high priority at our school. In the past, the school has provided a two-year training program in bilingual education through the ASL/English Bilingual Professional Development project (AEBPD). Participants went through an intensive, two-year training program on bilingual research and strategies. Some of our staff members have completed the two-year training program. The program was discontinued approximately 6 years ago.

Currently, the school is working with Dr. Sharon Baker at Tulsa University to update the AEBPD materials and begin the training again. It is now called ASL/English Bilingual Education (AEBE) and was offered to teachers of the Deaf in the state of Kansas as a one-week workshop. We hope to make the new program available to KSD teachers, paraprofessionals, Speech-Language Therapists, and other staff in the near future.

# Teaching and Learning

Content area committees regularly meet under the leadership of the curriculum coordinator to facilitate successful implementation of their curriculums. The committees also conduct periodic curriculum revisions to ensure alignment with the state standards. Ongoing work is being done by staff and the curriculum coordinator to prioritize and clarify curriculum indicators across all content areas. In the summer of 2018 several math and ELA teachers met for a week to modify our curriculums to meet the needs of all groups of students.

KSD provides our students with access to comprehensive information through instructional technology and media services. The school maintains two complete libraries, one in the elementary building and one in the secondary building under the direction of a full-time librarian. Both libraries contain comprehensive collections of print materials. Students are able to access the library anytime during the day. Elementary classes have a weekly scheduled library time for the purpose of library skill instruction.

The school is equipped with two fully equipped computer labs, one in the Elementary department and one in the Secondary department. Students have access to the school labs during the day. One of the labs doubles as a Bilingual Multi-Media Room. This room incorporates the signacy and literacy framework giving students opportunity to become proficient in their ASL and written English skills through viewing, signing, and writing activities. The dormitory students have access to The Learning Center (TLC), a learning center that contains several computers and is staffed to help students with homework and other after school projects. All students in grades 3<sup>rd</sup> and above are given a personal Chromebooks to be used both in school and at home.

All classrooms and computer labs in the elementary and secondary buildings have LCD projectors connected to both computers and document readers, which allow complete visual access to both the internet and print material.

# Documenting and Using Results

The school has an assessment program that consists of both formative and summative assessments. All assessments measure student performance and are used for different purposes. In the classroom, teachers use formative assessments to monitor student progress. Some of the formative assessments come directly from the instructional materials (chapter tests, homework, class projects). Other formative tests are created locally by the teachers. The results from these formative tests are used by the teachers to modify instruction in a variety of ways (e.g. reteaching, tutoring, additional accommodations, and class placement).

The school also uses several summative assessments as well. The Kansas State Assessment, NWEA MAP Assessments and locally developed curriculum-based assessments are some of the summative assessments that we administer. Data from these are used for summative purposes (measuring growth, class placement, and accountability).

Star Reading is a computer delivered, internal branching assessment that measures vocabulary in context and is used as part of our Accelerated Reading Program in the elementary department. Its primary use is to determine a student's zone of proximal development (ZPD) for the Accelerated Reading Program.

# STUDENT ACHIEVEMENT PROFILE

The school puts together an annual profile in October for the previous school year. The reason is that we include fall testing data for the MAP assessment. Once the profile is put together, it is posted on the school's website.

The following are the Literacy, Mathematics and Science sections pertaining to both state and district level assessments. Also included is data from a 2016 ASL study as well as receptive and expressive ASL assessments.

## LITERACY

For most deaf students, American Sign Language (ASL) is their first language, and English is taught as a second language. The Kansas School for the Deaf has adopted a bilingual approach to teaching reading, focusing on the development of a strong first language, signed or spoken, and through that first language teaching reading as a second language. The majority of deaf students do not have access to early language learning which is one of the primary building blocks in reading instruction. While the process of teaching reading may be different for deaf children, our goal is the same, to develop in all of our children the reading skills necessary to access the same content as their general education peers.

### Assessments

To assess progress in reading English print, the following assessments were used and reported on in this document.

- Kansas State Assessment
- NWEA - Measures of Academic Progress (MAP)

## **Kansas State Assessment – ELA**

The Common Core State Initiative is the largest-ever attempt in the United States to set unified expectations for what students in kindergarten through 12th grade should know and be able to do in each grade in preparation for college and the workforce. In short, the standards are meant to get every student in America on the same page. Right now, the common core standards covering Math and English Language Arts (ELA = writing and reading) were developed by a group of governors, chief state school officers and education experts from 48 states. The state of Kansas had adopted the common core standards and developed new academic standards (Kansas College and Career Readiness Standards) based on the common core. Using the KCCRS Standards as a guide, Kansas developed annual assessments in ELA (reading and writing), Mathematics, Science, and History and Government.

There are two assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Standards and the Alternate Assessment which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning Maps (DLM) to develop and administer the Alternate Assessment, which is based on the DLM Essential Elements standards.

In the spring of 2019, all KSD students in grades 3 – 8 took either the General or Alternate (DLM) Assessment in English Language Arts. Each student received a scaled score and was assigned a Performance Level based on their score. The Performance Levels differ for the General and Alternate (DLM) assessment and are explained below.

Based on their scaled scores, students taking the General Assessment were assigned one of 4 performance levels.

### *State of Kansas Performance Levels for the General Assessment*

Level 1 – Performing below grade level

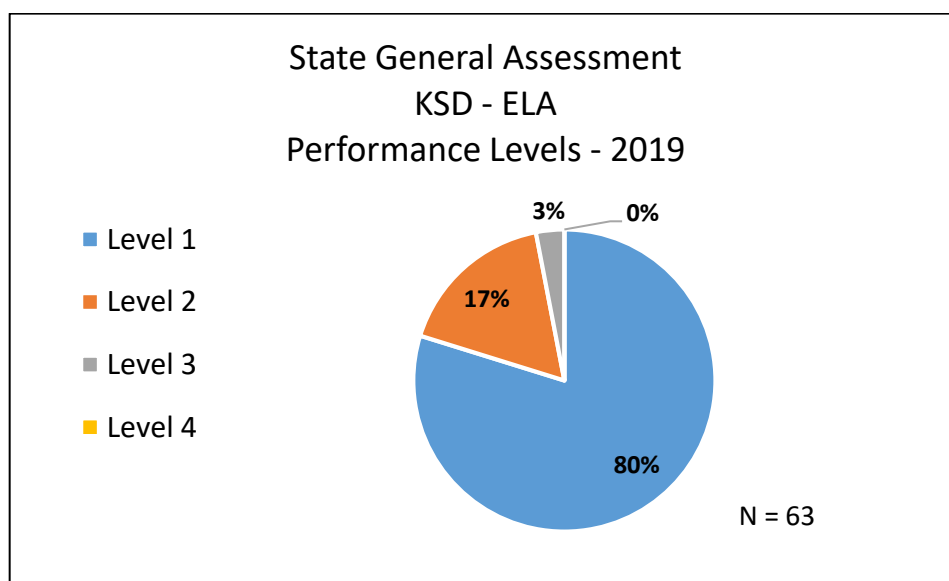
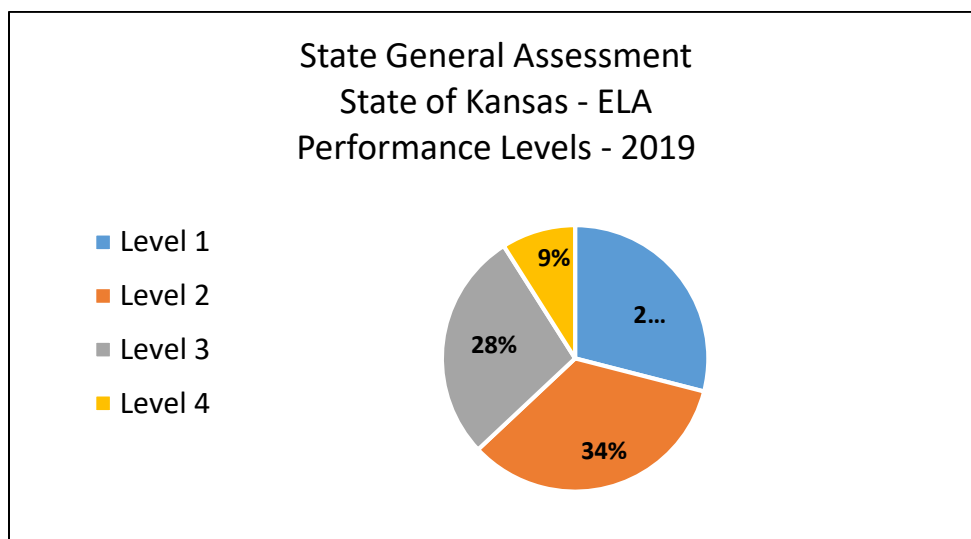
Level 2 – Performing at grade level but not yet ready for college/career

Level 3 – Performing at grade level and on track for college/career

Level 4 – Performing above grade level and on track for college/career

## **Kansas General Assessment – 2019 ELA Results**

These graphs show the results of the 2019 State General Assessments. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2019. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.



Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

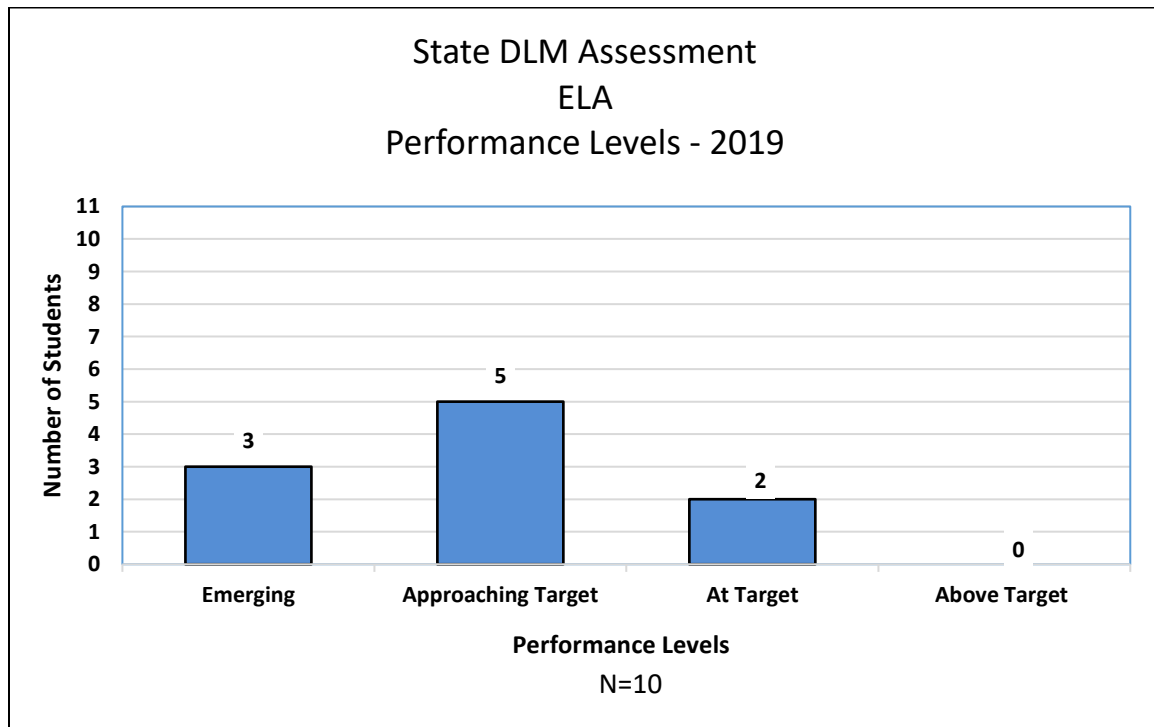
## **Kansas Alternate Assessment (DLM)– ELA Results**

Some of our students take the alternate state assessment that is more appropriate for their abilities. The alternate assessment is called the DLM (Dynamic Learning Maps). In 2019, ten students qualified for the DLM assessment in ELA. The performance levels for the DLM are different than those for the General Assessment.

### *State of Kansas Performance Levels for the DLM (Alternate Assessment)*

- Emerging
- Approaching Target
- Target
- Above Target

These graphs show the results of the 2019 State DLM Assessment in ELA. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 3 – 8 and 10 - 11 took the assessment in the spring of 2019.



The results indicate that over half of the students are approaching or have met their target goal.



## **MAP Reading and Language Assessments**

The MAP tests are norm-referenced, computerized assessments administered in the subject areas of reading and math. MAP tests are based on a continuum of skills and assist teachers in identifying the instructional level of the student and also provide context for determining where a student is performing in relation to national norms. The MAP assessment is used to:

- Monitor academic growth over time
- Provide data for classroom, school, and district decision-making
- Identify students for appropriate instructional programs

KSD began testing students using MAP in Reading and Language in grades 3 through 12 in the fall of 2014. These computerized assessments are adaptive, presenting questions of varying degrees of difficulty. The questions adapt (become easier or harder) to match each student's individual instructional level.

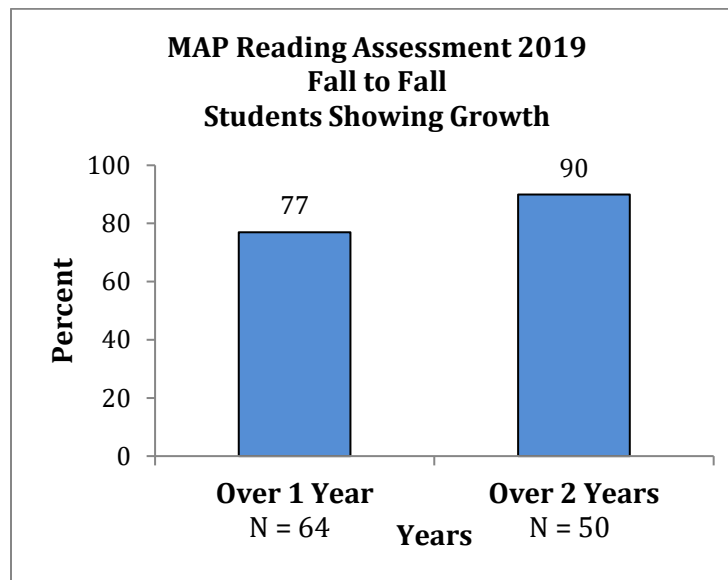
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Reading and Language assessments over a one-year period (fall of 2017 to fall of 2018) and a two-year period (fall of 2016 to fall of 2018). **Following the fall 2019 testing the profile data will be updated.**

## **MAP Reading Assessment**

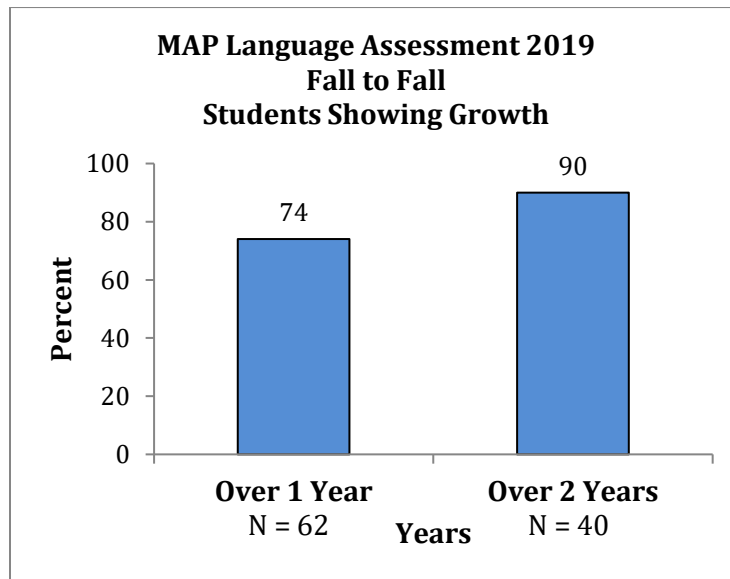
This graph compares the percentage of students whose RIT scores on the MAP Reading assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2018 to the fall of 2019 (one year) and the second bar shows the growth from the fall of 2017 to the fall of 2019 (two years).



Seventy-seven percent of the students improved over one year, and over 90% improved over two years. These results indicate that most students are showing improvement over both a one- and two-year time span.

## **MAP Language Assessment**

This graph compares the percentage of students whose RIT scores on the MAP Language assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2018 to the fall of 2019 (one year) and the second bar shows the growth from the fall of 2017 to the fall of 2019 (two years).



Seventy-four percent of the students improved over one year, and over 90% improved over two years. These results indicate that most students are showing improvement over both a one- and two-year time span consistent with the Reading assessment. .

# MATHEMATICS

The emphasis in mathematics has shifted from rote computation to higher-level skills including application and problem solving. Our students are expected to not only perform math procedures but to apply those procedures to solve real world problems. As the emphasis shifts to application and the ability to reason and use critical thinking skills, language skills (reading and writing) have become an integral part of the math curriculum. Students need to be able to read and write mathematics as well as perform pencil and paper calculations. They need natural and early exposure to the language of math in both ASL and English in order to develop the math skills needed to solve higher-level problems.

## **Assessments**

To assess student's math skills, the following assessments are reported on in this document.

- Kansas State Assessment
- NWEA - Measures of Academic Progress (MAP)

# **Kansas State Mathematics Assessment**

The Common Core State Initiative is the largest-ever attempt in the United States to set unified expectations for what students in kindergarten through 12th grade should know and be able to do in each grade in preparation for college and the workforce. In short, the standards are meant to get every student in America on the same page. Right now, the common core standards covering Math and English Language Arts (ELA = writing and reading) were developed by a group of governors, chief state school officers and education experts from 48 states. The state of Kansas had adopted the common core standards and developed new academic standards (Kansas College and Career Readiness Standards) based on the common core. Using the KCCRS Standards as a guide, Kansas developed annual assessments in ELA (reading and writing), Mathematics, Science, and History and Government.

There are two assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Standards and the Alternate Assessment which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning Maps (DLM) to develop and administer the Alternate Assessment, which is based on the same DLM Essential Elements.

In the spring of 2019, all students in grades 3 – 8 and grade 10 took either the General or Alternate (DLM) Assessment in Mathematics. Each student received a scaled score and was assigned a Performance Level based on their score. The Performance Levels differ for the General and Alternate (DLM) and are explained on the next page. Based on their scaled scores, students taking the General Assessment were assigned one of 4 performance levels.

## *State of Kansas Performance Levels for the General Assessment*

Level 1 – Performing below grade level

Level 2 – Performing at grade level but not yet ready for college/career

Level 3 – Performing at grade level and on track for college/career

Level 4 – Performing above grade level and on track for college/career

Based on their test results, students taking the DLM Assessment were given one of four Performance Levels.

## *State of Kansas Performance Levels for the DLM (Alternate Assessment)*

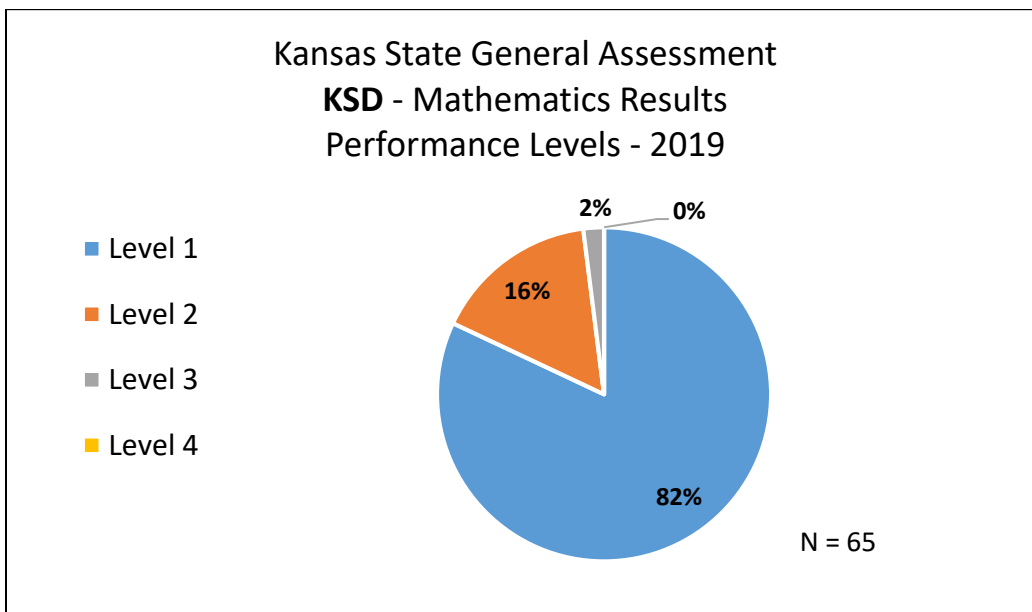
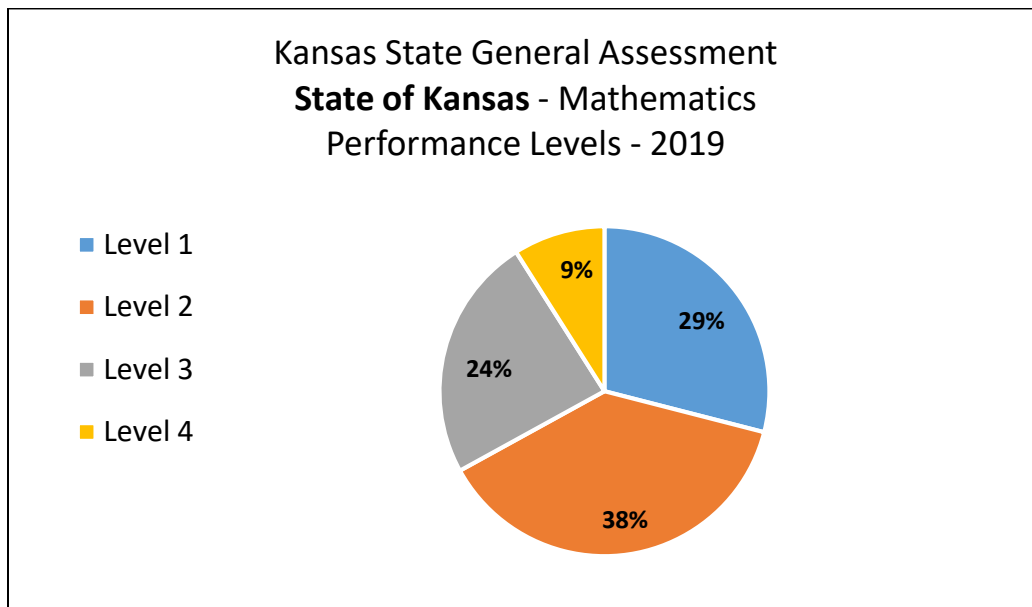
- Emerging
- Approaching Target
- Target
- Above Target

The following page shows the results of the 2019 State Math Assessments. First will be the General Assessment results followed by the results from the DLM Assessment.

# Kansas General Assessment 2019

## Mathematics Results

These graphs show the results of the 2019 State General Assessment in mathematics. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2019. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.

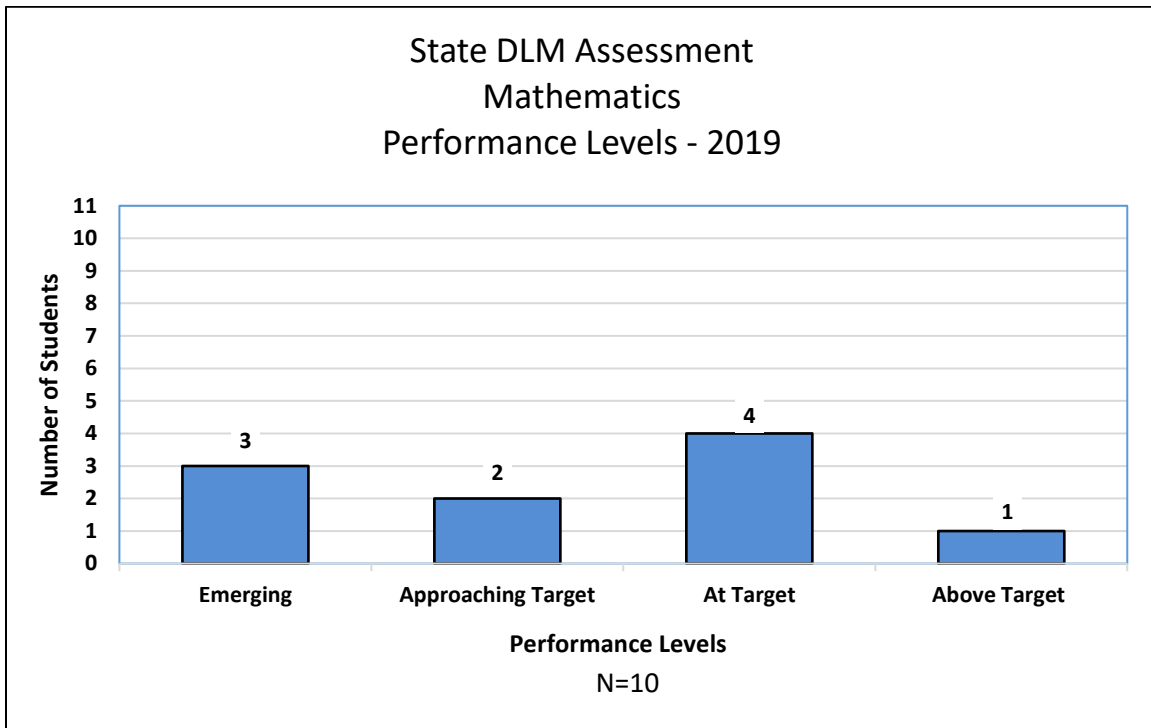


Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

# **Kansas Alternate Assessment (DLM) – 2019**

## **Mathematics Results**

These graphs show the results of the 2019 State DLM Assessment in mathematics. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 3 – 8 and grade 10 took the assessment in the spring of 2019.



The results indicate that half of the students have either met their target goal or exceeded it in Mathematics.

## MAP Mathematics Assessment

The MAP tests are norm-referenced, computerized assessments administered in the subject areas of reading and math. MAP tests are based on a continuum of skills and assist teachers in identifying the instructional level of the student and also provide context for determining where a student is performing in relation to national norms. The MAP assessment is used to:

- Monitor academic growth over time
- Provide data for classroom, school, and district decision-making
- Identify students for appropriate instructional programs

KSD began testing students using MAP in Mathematics in grades 3 through 12 in the fall of 2014. These computerized assessments are adaptive, presenting questions of varying degrees of difficulty. The questions adapt (become easier or harder) to match each student's individual instructional level.

Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

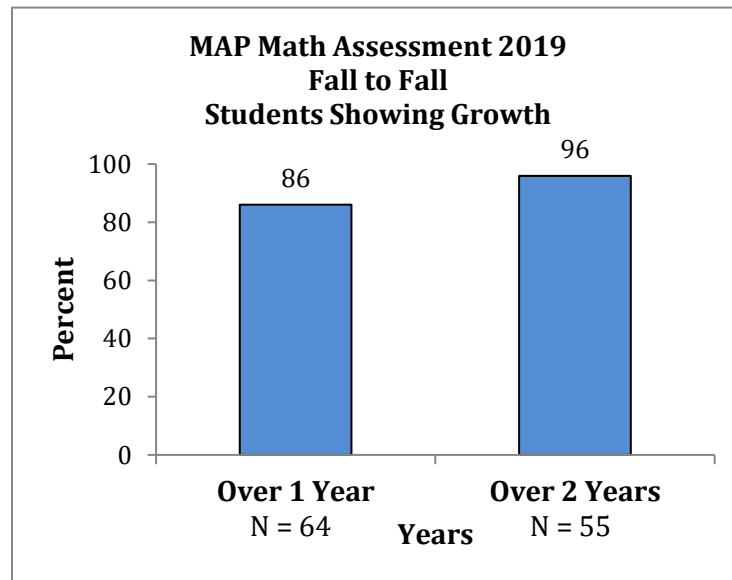
Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Mathematics assessment over a one-year period (fall of 2017 to fall of 2018) and a two-year period (fall of 2016 to fall of 2018). **Following the fall 2019 testing the profile data will be updated.**



## **MAP Mathematics Assessment – 2018 Results**

This graph compares the percentage of students whose RIT scores on the MAP Mathematics assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2018 to the fall of 2019 (one year) and the second bar shows the growth from the fall of 2017 to the fall of 2019 (two years).



The results indicate the 86% of the students improved over one year, but over two years 96% improved their scores, a gain of 10 points. These results indicated that a large percentage of students are improving over both a one- and two-year time span.

# **Kansas State Science Assessments**

After the development and adoption of the new Kansas College and Career Ready Standards in Science in 2013, the state developed an annual Science assessment to measure progress through the standards. In 2015-16 the newly developed assessment was field-tested. In 2016-17 the assessment was operational and given to students across Kansas.

To assess student's science skills, the following assessments are reported on.

- Kansas State Assessment
- NWEA - Measures of Academic Progress (MAP)

There are two Science assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Science Standards and the Alternate Science Assessment, which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning Maps (DLM) to develop and administer the Alternate Assessment, which is based on the same DLM Essential Elements.

In the spring of 2019, all KSD students in grades 5, 8, and 11 took either the General or Alternate (DLM) Assessment in Science. Each student received a scaled score and was assigned a Performance Level based on their score.

## *State of Kansas Performance Levels for the General Assessment*

Level 1 – Performing below grade level

Level 2 – Performing at grade level but not yet ready for college/career

Level 3 – Performing at grade level and on track for college/career

Level 4 – Performing above grade level and on track for college/career

Based on their test results, students taking the Alternate (DLM) Assessment were given one of four Performance Levels.

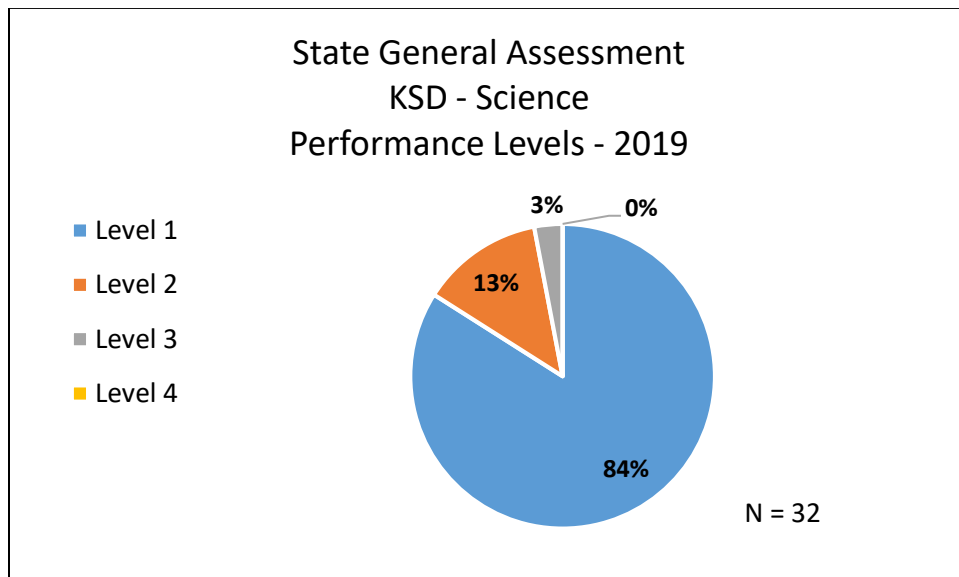
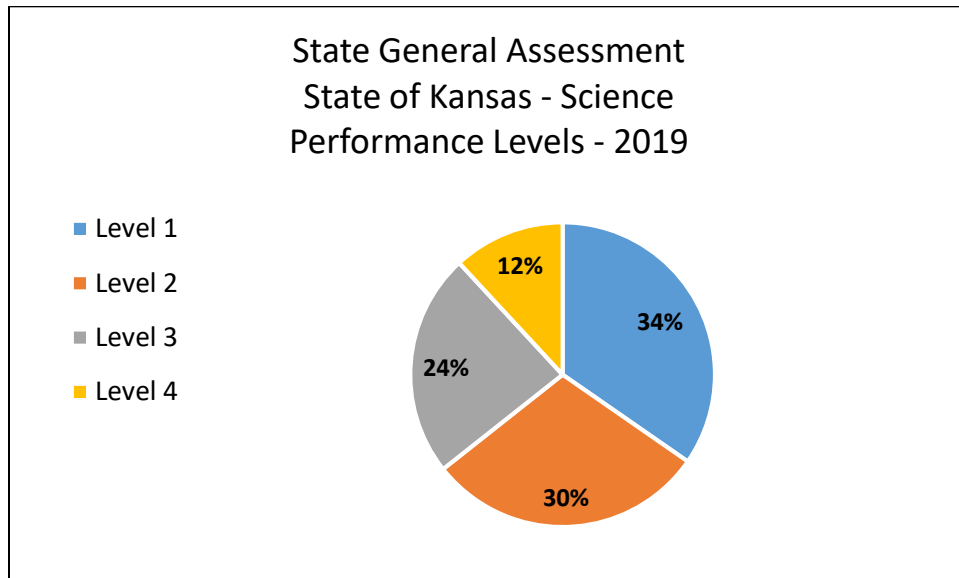
## *State of Kansas Performance Levels for the DLM (Alternate Assessment)*

- Emerging
- Approaching Target
- Target
- Above Target

The following page shows the results of the 2019 State Math Assessments. First will be the General Assessment results followed by the results from the DLM Assessment.

## State General Assessment – 2019 Science Results

These graphs show the results of the 2019 State General Assessment in Science. Students in grades 5, 8, and 11 took the assessment in the spring of 2019. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.

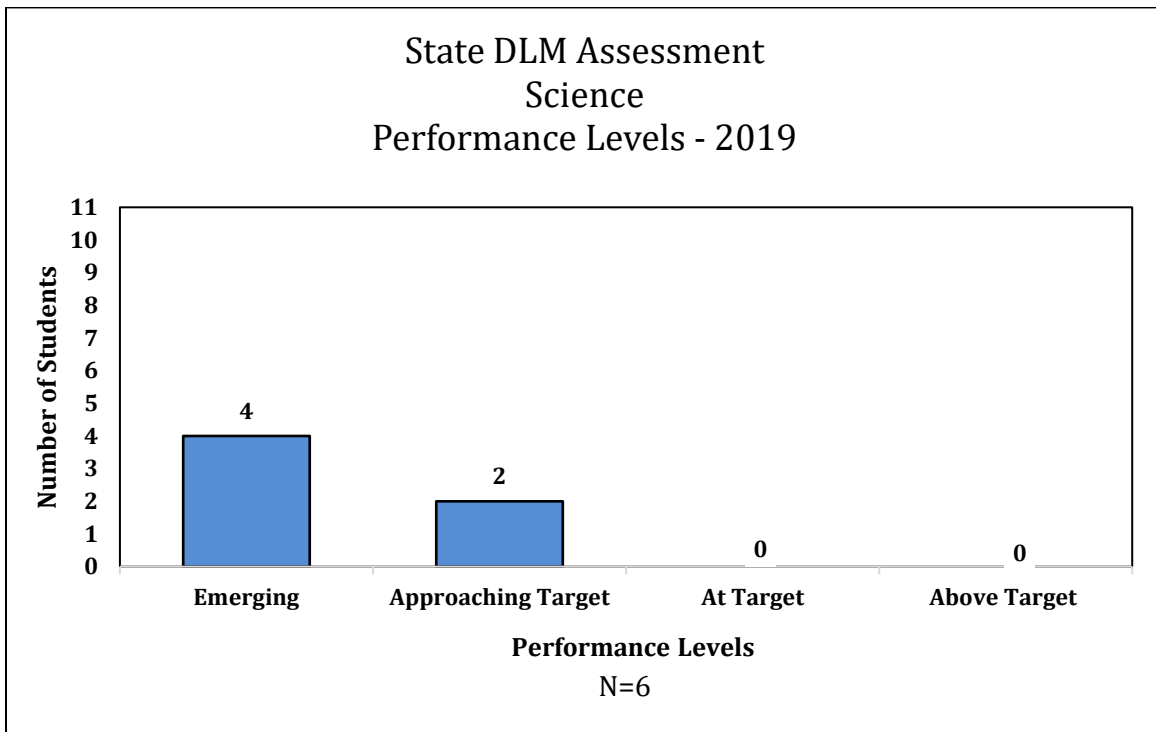


Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

# **Kansas Alternate Assessment (DLM) – 2019**

## **Science Results**

These graphs show the results of the 2019 State DLM Assessment in science. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 5, 8 and 10 took the assessment in the spring of 2019.



The majority of our students are still at the emerging or approaching target level.

## **MAP Science Assessment**

The MAP tests are norm-referenced, computerized assessments administered in the subject areas of reading and math. MAP tests are based on a continuum of skills and assist teachers in identifying the instructional level of the student and also provide context for determining where a student is performing in relation to national norms. The MAP assessment is used to:

- Monitor academic growth over time
- Provide data for classroom, school, and district decision-making
- Identify students for appropriate instructional programs

KSD began testing students using MAP in Science in grades 7 through 12 in the fall of 2015. These computerized assessments are adaptive, presenting questions of varying degrees of difficulty. The questions adapt (become easier or harder) to match each student's individual instructional level.

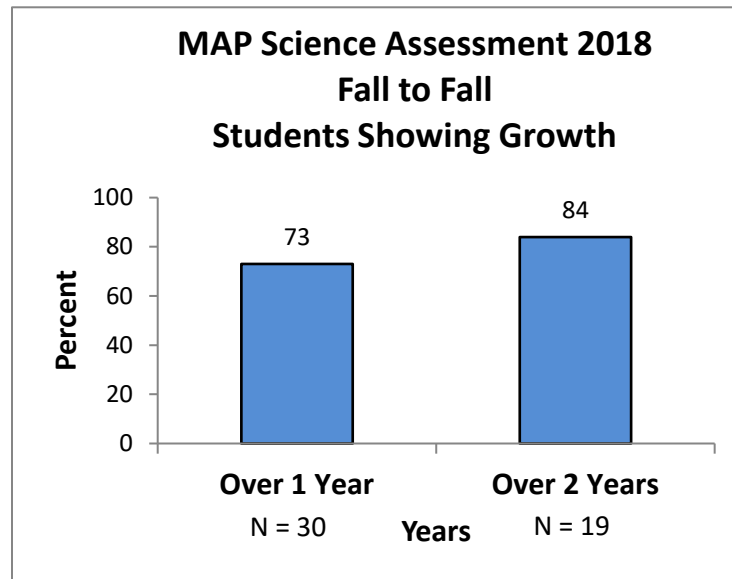
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over a one- and two-year period.

The following graph shows the percentage of students that showed growth on the MAP Science assessment over a one-year period (fall of 2017 to fall of 2018) and a two-year period (fall of 2016 to fall of 2018).

## MAP Science Assessment – 2018 Results

This graph compares the percentage of students whose RIT scores on the MAP Science assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2017 to the fall of 2018 (one year) and the second bar shows the growth from the fall of 2016 to the fall of 2018 (two years).



The results indicate the 73% of the students' scores improved over one year, but over two years 84% improved. These results indicated that most students are improving over both a one- and two-year time span.

# American Sign Language/Conversational Language Proficiency

## **Kendall Conversational Proficiency Levels Assessment – General Information**

The Kendall Conversational Proficiency Levels (P-Levels) is a pragmatic, expressive language rating scale designed to assess Deaf children's ASL communicative skills. The assessment focuses largely on the child's expressive competencies in conversational situations across various settings, such as the hallway, cafeteria, and classroom. Students are given a rating from 0 – 7. The first 5 levels of the rating scale primarily reflect the student's competencies in basic interpersonal communication skills, otherwise known as **social language**. As the students move into levels 6 and 7 the communication skills shift from **social language** into cognitive **academic language**. The earlier a student is ready for the shift to academic language, the earlier they can fully access grade level standards.

### *P-Level Testing Procedures*

- The assessment is given annually to those students receiving ASL tutoring and as part of every student's 3-year reevaluation.

### *2016-17 Study*

In the spring of 2017, the bilingual department conducted a study of the Proficiency Levels (P-Levels) of students in both the Elementary and Secondary Departments. The purpose of the study was to identify which students had "typical" language growth by age 9. The study group consisted of deaf students who attended KSD and did not have an additional cognitive disability. The total number of students evaluated was 58 ranging in age from 9 – 20.

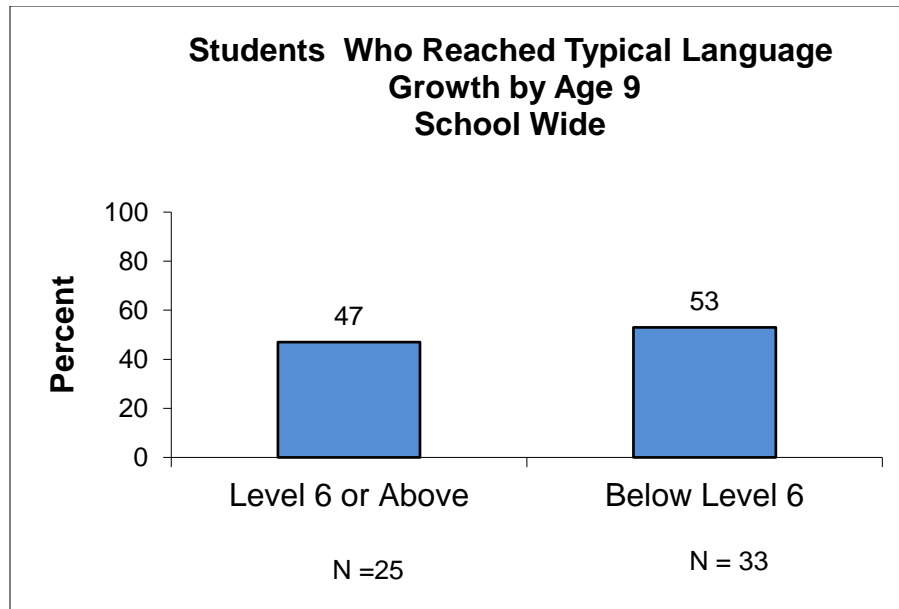
"Typical" language growth by age 9 was defined as having a P-Level on the Kendall Conversational Proficiency Assessment of **6 or above**.

**This study will be replicated following the 2019-20 school year.**

# **Kendall Conversational Proficiency Levels Assessment**

## **2016-17 Study Results**

This graph displays the percent of the 58 students tested that had typical language growth in ASL by age 9. Typical language growth is defined as having achieved level 6 or above on the Kendall Proficiency Scale.



The data shows that 47% of the students tested had typical language growth in ASL by age 9.



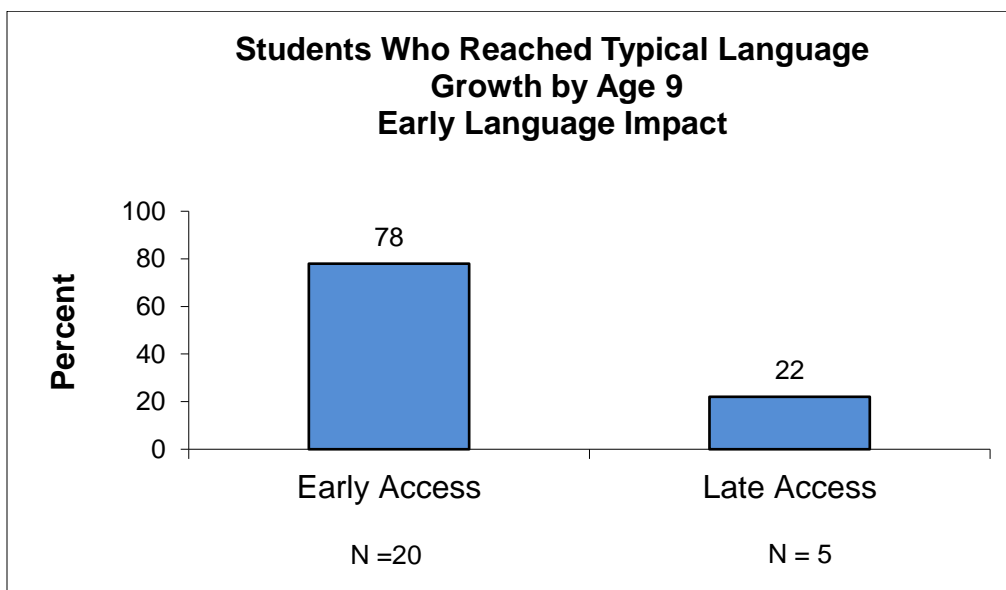
# **Kendall Conversational Proficiency Levels Assessment**

## **2016-17 Study Results**

### **Early Language Impact**

This graph looks at the 25 students that did reach typical language growth by age 9. We wanted to see what characteristics these students displayed that were missing in the students who did not reach typical language growth.

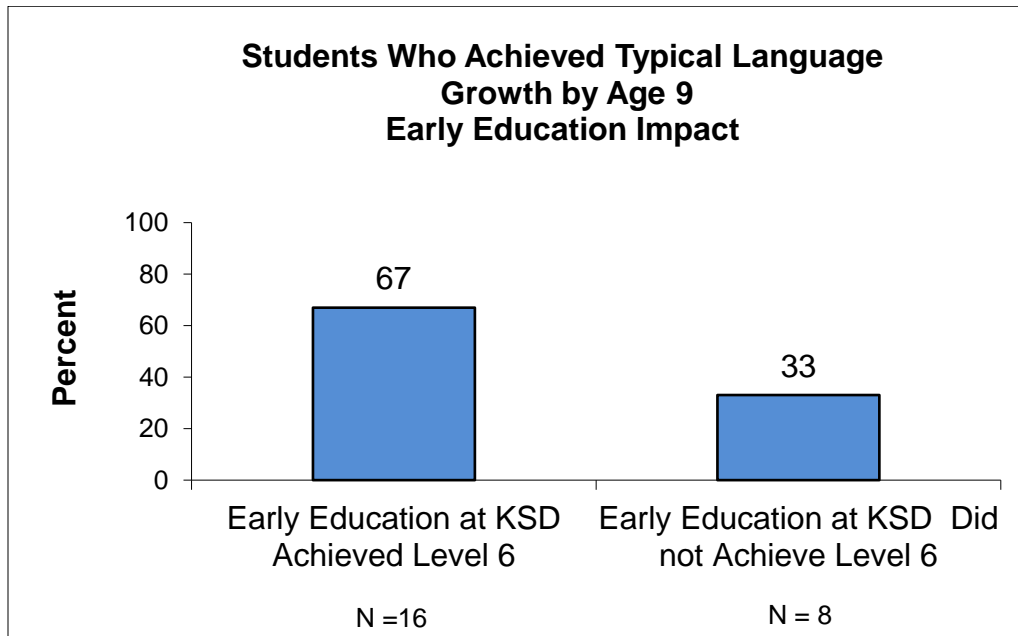
The first characteristic that we looked at was access to early language. As defined earlier, students with early language access were exposed to ASL early in life, as one or more of their parents signed.



The data shows that 78% of the students who reached level 6 by age 9 had access to early language. The results indicate the importance of early access to language in achieving typical language growth in ASL.

## **Early Education Impact**

The second factor that we looked at was the impact of early education on reaching typical language growth by age 9. Out of the 58 students tested, 24 attended either the KSD Early Childhood Preschool or Kindergarten. We looked at those 24 students to see if starting school early at KSD would make a difference. The results are below.



The results indicate that early education at KSD makes a significant difference in developing typical language growth in ASL. Sixty-seven percent of students who attended Early Education at KSD achieved typical language growth by age 9 compared with 33% of the control group.

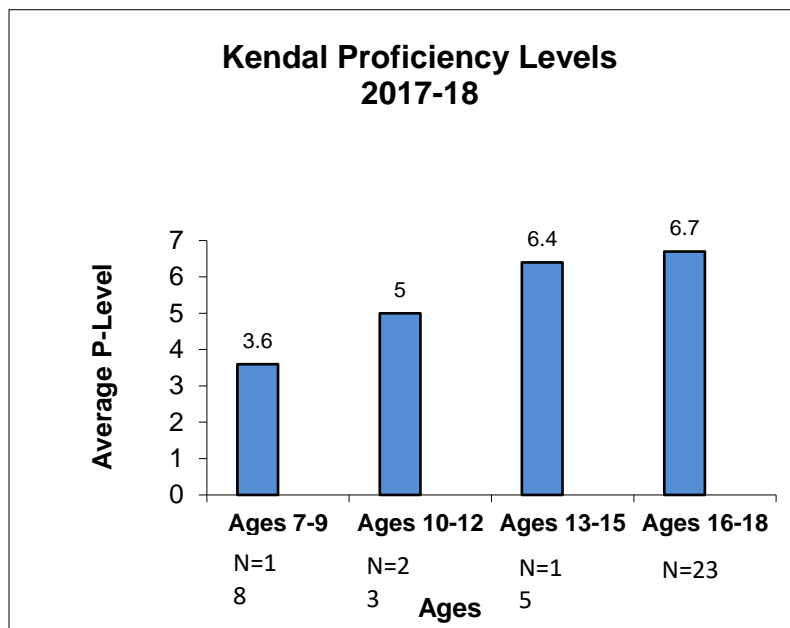
# Kendall Conversational Proficiency Levels (P-Level) –

## 2017-18 Results

The following graph looks at the Kendall Conversational Proficiency Level (P-Level) of students at the end of the 2017-18 school year. The graph displays the average P-Level for four groups of students. **This data will be updated in the fall of 2019 to include the 2018-19 school year.**

- Group 1 = Students ages 7, 8, and 9
- Group 2 = Students ages 10, 11, and 12
- Group 3 = Students ages 13, 14, and 15
- Group 4 = Students ages 16, 17, and 18

Students were assigned to groups based on their ages as of September 1, 2018. Students with additional cognitive disabilities were not included in the results. The top level on the P-Level assessment is 7.



Results indicate that student P-Levels increase as they get older and are exposed to more American Sign Language.

# **KSD Visual Listening Assessment (VLAT)**

## **General Information**

The KSD Visual Listening Assessment (VLAT) was developed during the spring of 1994 by the staff at the Kansas School for the Deaf for the purpose of assessing deaf students' visual listening comprehension in American Sign Language (ASL). The term visual listening refers to acquiring information through ASL. For deaf children listening means receiving linguistic information visually (through the eyes) much as hearing children listen by receiving linguistic information through the ears.

The VLAT consists of nine graded passages based on an Informal Reading Inventory (IR-TI, Manzo, 1995). The passages were translated from English to ASL and put on videotapes. Students are then assessed in individual sessions and given a visual listening comprehension level. All students are given the VLAT every three years as part of their Comprehensive Evaluation. Students referred to ASL tutoring are also given the VLAT.

### *VLAT Testing Procedures*

- A graded ASL passage is selected based on an English word identification assessment, and “prior knowledge” questions are signed to the student.
- The student watches the videotaped ASL passage (once or twice) and is asked literal questions, questions of fingerspelled vocabulary, and inferential questions about the passage. If the student scores 60% or higher, they move on to the next graded level.
- The student continues the above procedure until a final visual listening comprehension level is reached (66% or less of the questions answered correctly).

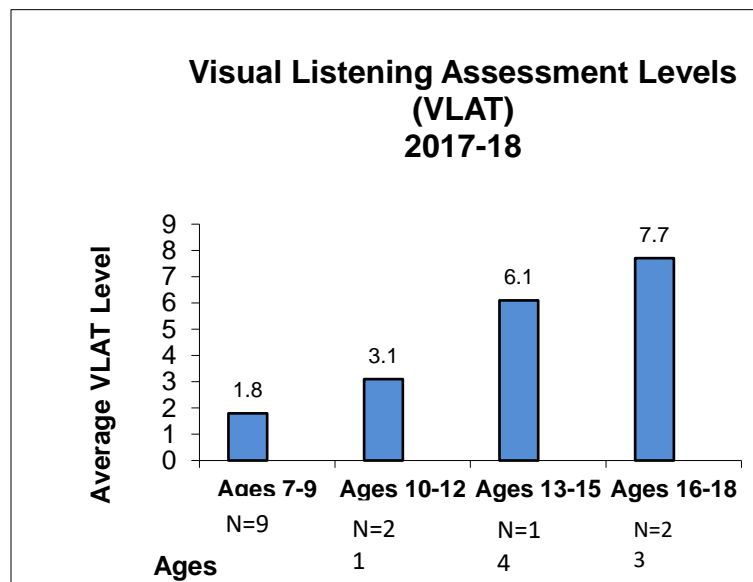
# Visual Listening Assessment Tool (VLAT)

## 2017-18 Results

The following graph looks at the Visual Listening Assessment levels of students at the end of the 2017-18 school year. The graph displays the average VLAT level for four groups of students. **This data will be updated in the fall of 2019 to include the 2018-19 school year.**

- Group 1 = Students ages 7, 8, and 9
- Group 2 = Students ages 10, 11, and 12
- Group 3 = Students ages 13, 14, and 15
- Group 4 = Students ages 16, 17, and 18

Students were assigned to groups based on their ages as of September 1, 2018. Students with additional cognitive disabilities were not included in the results. The top level on the VLAT assessment is 9.



Results indicate that the largest growth in receptive ASL skills occurs between the ages of 12 and 15.

# Resource and Support System

In order to provide a quality educational environment, the Kansas School for the Deaf recruits and employs qualified staff members that are capable of carrying out their assigned duties. Recruitment is coordinated by the human resource director and the director of student services. The school recruits nationally using a variety of methods, newspaper advertisements, school website, campus postings, job fairs, and advertisement on the Deaf Digest and Deafnet, two national electronic bulletin boards. Our school works with several universities to provide student teaching placements, which provide a hiring pool of recent graduates. Our salary schedule is tied to the local school district, which makes us competitive both locally and statewide.

New teachers have provisional certification for two years before receiving a full license in the state of Kansas. Teachers in Kansas are considered fully licensed when they hold a valid Kansas teaching certificate with the appropriate subject and grade level endorsement for the assignment they hold. All teachers not fully licensed have provisional licenses and are working toward full licensure with a 2-year mentoring program.

Our school has a professional development committee, which monitors staff development. This plan is monitored by their supervisor and supports both the district plan and individual needs. Representation on the professional development committee is comprised of teachers and administrators.

# Resource and Support System

The school leadership aligns our financial resources with the school's mission, educational programs, and school improvement initiatives. As part of their commitment to continuous improvement, KSD develops improvement plans, which are developed by teacher-led committees under the direction of the head teachers. These committees develop interventions that address areas targeted for improvement. The committees then create a list of resources and training needed to carry out the interventions. The resources range from materials to staff development activities. The school's leadership has always provided the necessary resources and support in order to implement the school improvement plan.

Our facilities, services, and equipment are maintained to provide a safe and orderly environment for all students and staff. A crisis management team has developed safety guidelines, policies, and procedures for fire, tornado, intruder, toxic chemical release, bomb threats, campus evacuation, and other emergencies. These guidelines are posted, and regular practice of emergency procedures is scheduled across all areas of the school. Buildings are equipped with alarms and flashing lights for fire, tornado, and intruder alerts. An "all staff alert" system is used to provide immediate communication with both hearing and deaf staff. Facilities are regularly inspected by the operations department for issues that might compromise the safety of students and staff. Surveillance cameras have been installed to increase the level of security on campus.

KSD allocates its financial resources to ensure that each student has access to the guidance and resource services that they may need. Our students have both guidance and counseling services available to them. Students can be assigned regular counseling services during their annual IEP. School counselors present an annual progress report to the IEP team for those students who are assigned regular services. Students may also visit the counselor on as needed basis to help them deal with a wide variety of issues.

# Resource and Support System

The school has a procedure for assisting students who need a more structured behavior plan. A behavioral support team consisting of a counselor, administrator, and staff member works directly with the student to set up a behavior intervention plan. That plan is monitored by the team and regularly reviewed.

The school employs a transition coordinator who begins working with the students ages 12 (sixth grade) and up. This coordinator works with the students to facilitate the transition from elementary to secondary and from high school to a college or a career. Each student develops an Individual Plan of Study (IPS), which maps out their goals and classes throughout high school. The transition coordinator meets with parents at the annual IEP meeting to review the students IPS.

Students in grades 7 and 8 take a nine-week Career class to help them understand their strengths/weaknesses and interests to begin planning their high school classes. Throughout high school, students have opportunities to take additional career classes as well as work placement opportunities.

In addition, the school has a wide variety of related services including Occupational Therapy, Physical Therapy, Speech and Language Therapy, and ASL Tutoring. The IEP team determines the need for these services. Progress is reported quarterly and at the student's annual IEP meeting.



# Stakeholders Communication

The school has an Advisory Council, which meets twice a year. The meetings focus on relevant information regarding all aspects of the school from budget to instructional programming with multiple opportunities for feedback from members of the committee.

Every student has an annual IEP meeting, which parents and local educational agency representatives attend, and where the child's placement is determined and individual educational plan is written. At this forum, parents have an opportunity to participate in their child's educational program. Parent feedback at the IEP meetings is always highly regarded in the development of the individual educational plan. Following the IEP meeting, the transition coordinator meets with the parents of all secondary students to discuss their child's Individual Plan of Study. There are two parent teacher conferences, one in the fall and one in the spring, where parents can come in and meet with their child's teachers.

Grades and progress reports are sent home quarterly. Electronically parents can access our school's website which contains information on departments, programs, and activities. KSD subscribes to a web-based student information system called "Power School" which provides our parents with electronic access to a wealth of educational information on their child.

Since many of our parents live out of the area, the school works hard to facilitate communication between parents and the school. Online sign language courses are offered through the Outreach Department. During the summer, an ASL Immersion Camp is offered for families. The camp is held on the KSD campus.

# Stakeholders Communication

Shared leadership has been the norm at KSD with a number of teacher-led committees empowered to make recommendations to the administration. The administration reviews the recommendations and makes decisions based on the needs of the students.

Information about students, their performance, and school effectiveness is presented to parents and the community members at the Advisory Council. The school uses an electronic listserv to communicate with stakeholders statewide. The Elementary departments publish regular newsletters which are sent to all parents. The Secondary department produces a student-produced news-video which is placed on the school website.

The school publishes a comprehensive Annual Report, which summarizes the previous year's accomplishments across all departments. The superintendent prepares quarterly reports for the State Board of Education highlighting what is happening in all departments.

The annual school profile is made available to parents and the community via the school's website.

# Continuous Improvement

In order to foster an atmosphere of continuous improvement, The Kansas School for the Deaf follows the CEASD continuous improvement model. The head teachers and school improvement coordinator organize and carry out the improvement process, which is monitored by a steering committee made up of teachers. The current improvement model is based on a 5-year cycle. Improvement teams made up of teachers select improvement goals and develop a school improvement plan, which is then implemented throughout the cycle. Interventions selected by the team are implemented with the assistance of the school's curriculum director and leadership team. Data is collected annually, organized and shared with staff.

Improvement teams meet every summer to analyze the data and make necessary adjustments in the interventions for the following year. Over the years, the school has seen steady progress on the selected improvement goals. Perhaps as important as the student achievement has been the belief of the staff in the power of the improvement process.

The school improvement process is not a top-down program. Improvement committees are primarily teachers. The system developed here at KSD is truly a bottom-up approach, challenging teachers to identify the strengths and weaknesses of their program and then empowering them to develop initiatives to improve those weaknesses and turn them into strengths. To date the school leadership has been willing to support the initiatives developed by the teachers. School improvement has truly become an important part of our school climate and not seen by teachers as a negative, but rather as an opportunity to make a positive change for their students and themselves.

# Continuous Improvement

## **Multi-Tiered System of Support (MTSS)**

KSD works to implement MTSS principles school wide. MTSS is a term used in Kansas to describe how a school goes about providing support for each student to be successful and describe the processes and tools teachers and dorm teachers use to make decisions. MTSS is a continuum of research based, system-wide practices to support a rapid response to behavioral needs using data to make decisions on supports and interventions. We will need to continue to implement MTSS principles when applicable to our unique population.

## **School Improvement Initiatives**

Two years ago, during the spring and summer of 2017, new school improvement goals were selected. The goals were separated by Elementary and Secondary Departments. The elementary department selected a goal, which focuses on improving the vocabulary knowledge of all students. Vocabulary knowledge is defined as students being able to use the various stages of vocabulary from labeling to categorizing to using figurative language. Four vocabulary stages were selected to focus on for the 2017-18 school year. Those stages are labeling, functions, categories, and associations.

The secondary department selected a goal of improving student's time management and social-emotional skills. The goal aligns with the state's emphasis on developing students' "soft skills" in addition to the academic skills needed for success after graduation. Monday through Thursday, all secondary students attend Pride, a 20-minute, end of the day period where time management is taught and reinforced by their teachers. Students are empowered to become more responsible for their schoolwork, grades, and organization. By making students more aware of the importance of time management and giving them the opportunity to practice it throughout the day and at home, it is hoped that they will be better prepared for college, training programs, or employment after graduation. The two improvement plans are outlined in the next section.

## **Elementary School Improvement Process and Data**

In 2016-17, the Elementary Department selected vocabulary as the area they wanted to improve. This was based on a survey in February, 2016 of all teachers. Historically with Deaf children, the emphasis on vocabulary was labeling, increasing the sight words that they can recognize. For this improvement cycle, the team decided to emphasize the different stages or semantic building blocks. This included Labeling, Functions, Associations, Categorization, Antonyms, Similarities, Differences, Attributes, Synonyms, Definitions, Multiple Meanings and Figurative Language. The committee decided not to address labeling specifically, since that is always being addressed. Instead, they opted to move to the higher level vocabulary stages that tend to get less emphasis. They also decided to address the skills first in ASL and then in English. The consensus was that if they don't understand the stages in ASL, the first language for most of our students, they would not be able to apply it to English.

The Head Teacher coordinated the work from 2016-2019. The committee included teachers, bilingual coordinator and a speech language therapist. The decision for 2017-18 was to focus on three stages, Functions, Associations and Categorization. The following interventions were developed.

1. Training of the staff on the different stages of development.

First would be an overview of the different stages, followed by a staff inservice on the different techniques to teach the targeted stages.

2. Teach and apply the first 3 targeted stages.

Each classroom teacher, paraprofessional and related services providers would emphasize the same three stages, Functions, Associations and Categorizations.

3. Develop an ASL assessment for Functions, Associations and Categorizations.

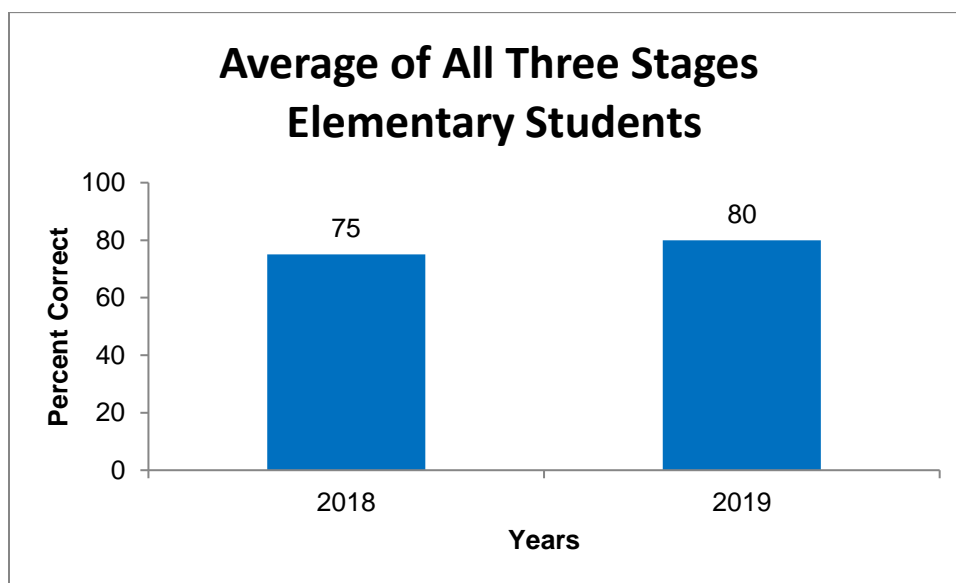
In the Fall of 2017-18, the Elementary staff had several inservices and began teaching and applying the targeted areas.

## Elementary School Improvement Process and Data

### Data

To measure the impact of the interventions an assessment was developed to measure whether the student understood the three stages in ASL. This was challenging as students' vocabulary is so diverse, and we wanted to test students from Kindergarten through 6<sup>th</sup> grade. The speech language therapist and bilingual coordinator worked during the fall of 2107 to develop an assessment that was to be given in the spring of 2018 and repeated in the spring of 2019. Two paraprofessionals were trained to give the test over two days. Data was collected on all three targeted stages. It was decided to just test once per year in the spring since the testing is time and staff intensive. Following the spring 2018 testing, it was decided to continue the interventions for functions, associations and categories for one more year with the emphasis on cross curricular application.

The following graph shows the combined average of all three stages (Functions, Associations and Categorization) for the spring of 2018 and 2019.

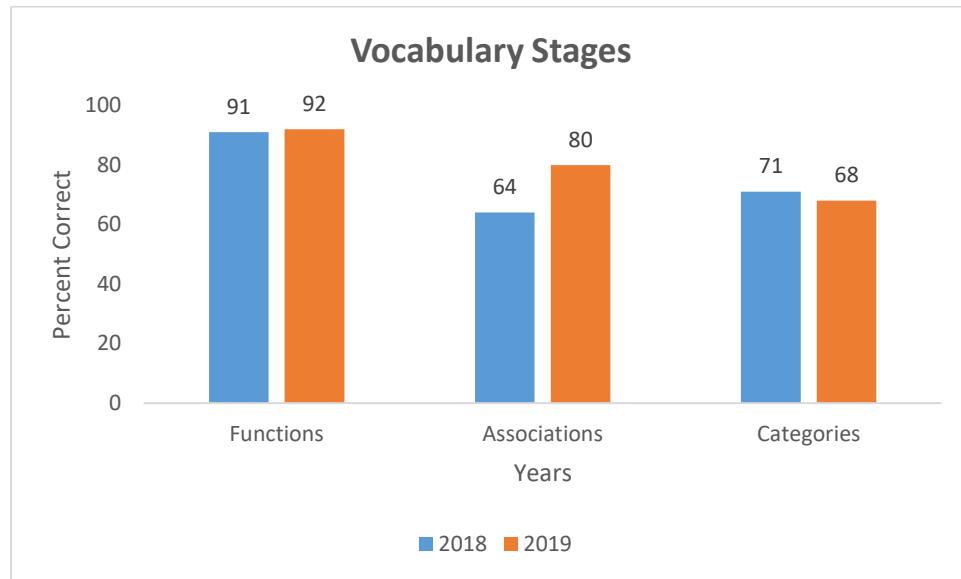


	2018	2019
N	39	46

There was a 5% overall gain over the two years. The breakdown for each stage are on the next page.

## Elementary School Improvement Process and Data

The following graph shows the average of the individual stages in the spring of 2018 and 2019. Again, the assessment was given in ASL and not English.



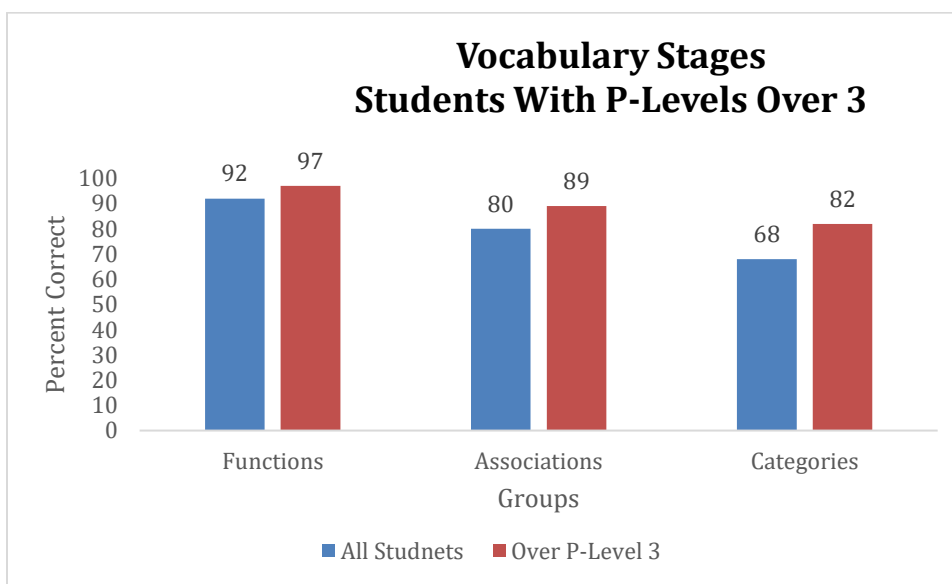
	2018	2019
N	39	46

Results indicated that the majority of students (92%) understand the process of Functions. Associations showed the largest gain of 16 percent from 2018 – 2019. Categories is the most challenging stage. There was a slight drop from 2018 - 2019.

## Elementary School Improvement Process and Data

The data was disaggregated by the student's P-Levels (Kendall Conversational Proficiency Level). The Kendall Conversational Proficiency Levels (P-Levels) is a pragmatic, expressive language rating scale designed to assess Deaf children's ASL communicative skills. Students are given a rating from 0 – 7. The first 5 levels of the rating scale primarily reflect the student's competencies in basic interpersonal communication skills, otherwise known as **social language**. As the students move into levels 6 and 7 the communication skills shift from **social language** into cognitive **academic language**. The earlier a student is ready for the shift to academic language, the earlier they can fully access grade level standards.

We disaggregated the data by separating the students into 2 groups, those with P-Levels under 3 and those with P-Levels over 3. The students whose P-Level were under 3 were removed from the data. The results are below.



	All Students	Students With P-Levels Over 3
N	46	35

Results indicated that students with P-Levels over 3 are more successful mastering the three stages, especially the area of Categories



# Elementary School Improvement 5-Year Plan

Data Analysis	The MAP Assessment showed low scores on the vocabulary subtest. On the Kansas State ELA Assessment, the majority of our students scored below the state average for each performance level.
ELA School wide Goal	All students will improve their vocabulary knowledge through the 10 stages of vocabulary usage.
School Objective and Evaluation	<ul style="list-style-type: none"> <li>• Increase the average MAP vocabulary subtest scores.</li> <li>• Decrease the percentage of students scoring 1 on the Kansas State ELA Assessment.</li> <li>• Average 80% or above on summative assessments developed by the committee.</li> </ul>
Benchmarks	Assessment results will be compiled annually in the spring. Reading committee members will analyze the scores the following summer.
Interventions	To be developed beginning in the fall of 2016-17
Resources	To be developed beginning in the fall of 2016-17
Timeline	<ol style="list-style-type: none"> <li>1. Improvement team met during the 2016-17 school year to analyze available data and develop the goals, plans, and assessments.</li> <li>2. Inservice in the fall of 2017 to develop interventions <b>for functions, associations, and categorization</b> with follow-up inservices at department meetings throughout the year.</li> <li>3. Meeting of the improvement team in the summer of 2018 to review the data and goal.</li> <li>4. Inservices/training in the fall of 2018 with increased emphasis on <b>Associations and Categories</b> as well as implementing cross-curriculum connections. Follow-up discussions at department meetings throughout the year.</li> <li>5. Meeting of the improvement team in the fall of 2019 to review the data and goal.</li> <li>6. Inservices/training in the fall of 2019 with the emphasis on the interventions for <b>antonyms</b> with follow-up inservices at department meetings throughout the year.</li> <li>5. Meeting of the improvement team in the summer of 2020 to review the data and goal.</li> </ol>

# Elementary School Improvement 5-Year Plan

	<p>6. Inservices in the fall of 2020 with the emphasis on intervention for <b>similarities and differences</b> with follow-up inservices at department meetings throughout the year.</p> <p>7. Meeting of the improvement team in the summer of 2021 to review the data and goal.</p> <p>8. Inservices in the fall of 2020 with the emphasis on the intervention for <b>attributes, synonyms and definitions</b> with follow-up inservices at department meetings throughout the year.</p> <p>9. Meeting of the improvement team in the summer of 2022 to review the data and goal.</p> <p>10. Inservices in the fall of 2022 with the emphasis on the intervention for <b>multiple meanings and figurative language</b> with follow-up inservices at department meetings throughout the year.</p> <p>11. Meeting of the improvement team in the summer of 2022 to review the data and goal and begin planning for the next School Improvement Plan.</p>
Monitoring	Elementary Head Teacher
Persons Responsible	Elementary School Improvement Team Molly Rothwell, Leslie Caldwell, Daniel Allen, Kester Horn-Marsh

## **Secondary School Improvement Process and Data**

In 2016-17, the Secondary Department selected soft skills as the area they wanted to improve. This was consistent with the State Board Of Education's outcome of measuring and addressing social-emotional skills. The teachers were given a survey to identify which "soft skill" they felt should be the main focus for 2017-18. The results indicated Time Management as the first area they wanted to address. It was decided to focus on only one "soft skill" so the plan would not be too spread out.

Under the direction of Kevin Milner, the Secondary Head Teacher, a committee was formed to research interventions to address Time Management. The committee met in the spring and summer and developed the following interventions:

1. Establishment of a short (20 minute) block of time four days a week (Monday – Thursday). This block of time is called Pride and occurs at the end of the day. During Pride, the students' primary providers meet with them to help teach and reinforce time management skills as well as work with their students to track their grades.
2. Adopted a Time Management curriculum developed by Education Associates to be taught to all Secondary staff during Pride Time. The committee trained the staff and in the fall of 2107 the process began.

Following the 2017-18 school year, the committee met in the summer and decided to branch out and cover additional social-emotional skills while continuing to reinforce Time Management. The committee selected Steven Covey's 7 Habits of Highly Effective Teens to introduce to the Secondary students over the next three years. In the fall of 2018-19, the staff was inserviced and began to teach the 7 Habits during Pride Time. This intervention will continue through the 2019-20 school year. In 2018-19, the committee made a workbook for teachers and students to work through during Pride time. The workbook covers the introduction and the first two habits.

In addition to the Instructional staff, the committee presented the Time Management and 7 Habits interventions to the Student Life staff at several of their inservices during the year.

## Secondary School Improvement Process and Data

### Teacher Survey Data

To measure the impact of the interventions on Time Management and social emotional skills, three pieces of data were collected.

1. Survey results from the Secondary Staff
2. Number of Academic Progress Reports
3. Number of tardies

The school improvement survey was given to the staff in the spring of 2017 after the first year of the Time Management Intervention. The results showed that the staff's perception of their students' time management skills has not significantly changed after one year of interventions.

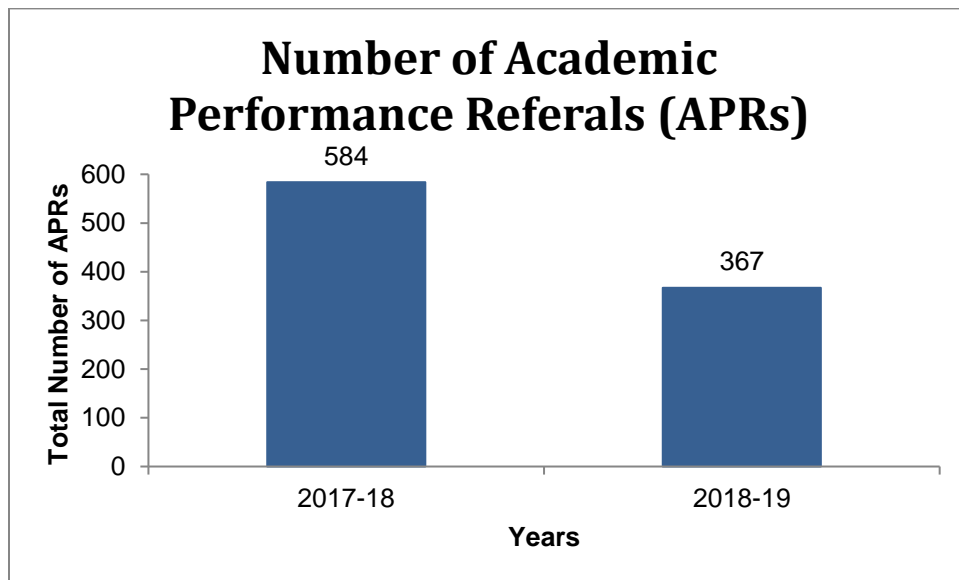
<b>QUESTION</b>	<b>October 2016 N= 13</b>	<b>Spring 2018 N = 8</b>
What percent of your students effectively plan ahead?	24%	26%
What percent of your students prioritize and organize their work assignments	27%	26%
What percent of your students are able to break large tasks into smaller pieces?	26%	25%
What percent of your students use their time efficiently in class?	30%	32%

## Secondary School Improvement Process and Data

### Academic Progress Report Data

Academic Progress Reports (APRs) are designed to inform students and parents of academic progress. Reports are issued four times a year, at the midpoint of each quarter. If a student is in danger of failing or if the grade is pulled up to a passing grade, the teacher will submit an update on Mondays before 9 a.m. Data was collected for the years 2017-18 and 2018-19 to see if the Pride time was making a difference in lowering the numbers of APRs.

The total number of APRs over 24 weeks were graphed. In addition, the table shows a comparison of the average number of students per week that received an over the two years.



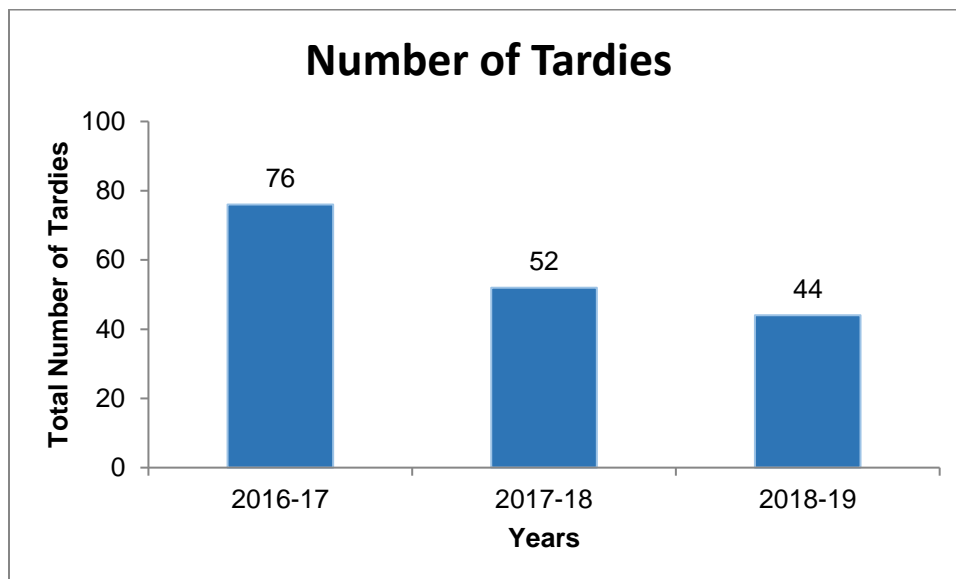
There was a significant drop in the total number of APRs from 2017-18 to 2018-19.

## Secondary School Improvement Process and Data

### Tardies Report Data

Students who are tardy will be addressed by the Teacher. Students who are late to class following a field trip, an extracurricular activity and/or assembly program will be listed as tardy. A student is tardy when he/she enters the class after the designated starting time. Tardies are accumulated by quarter.

The total number of tardies were graphed for three years, 2016-17 through 2018-19. The results are below:



YEAR	TOTAL NUMBER OF STUDENTS.RECIVEING A TARDY
2016-17	16 Students
2017-18	22 Students
2018-19	20 Students

While the number of students receiving a tardy remained constant, there was a significant drop in the total number of tardies over the three years

## Secondary School Improvement 5-Year Plan

Data Analysis	A survey of soft skills was conducted during the 2016-17 school year. The lowest ranked area was Time Management.
Primary Goal	All students will improve their soft and social emotional skills.
Beginning Goal	All students will improve their Time Management skills.
Future Goals	All students will improve their social-emotional skills.
School Objective and Evaluation	<ul style="list-style-type: none"> <li>• Increase the number of students with adequate Time Management skills on a department-wide survey.</li> <li>• Decrease the number of tardies.</li> <li>• Decrease the number of APRs.</li> </ul>
Benchmarks	Surveys will be conducted annually in the spring of the year. The number of tardies and APRs will be monitored.
Interventions	<ol style="list-style-type: none"> <li>1. Schedule a new period of time that students will meet regularly with their primary provider to focus on soft skill development beginning with Time Management.</li> <li>2. Implement the Time Management curriculum from Project Discovery.</li> <li>3. Train secondary staff on the 7 Habits of Highly Effective Teens</li> <li>4. Inservice the student life staff on Time Management activities and the 7 Habits of Highly Effective Teens</li> </ol>
Resources	<p>Project Discovery Time Management curriculum</p> <p>SECD Standards</p> <p>7 Habits of Highly Effective Teens</p>

## Secondary School Improvement 5-Year Plan

Timeline	<p>1. Improvement team met during the 2016-17 school year to analyze available data and develop the goals, plans, and assessments.</p> <p>2. In the fall of 2017, implement a PRIDE period, four days a week in order to teach and support <b>Time Management</b> skills</p> <p>3. All primary providers will teach the Project Discovery Time Management curriculum beginning in the fall of 2017.</p> <p>4. During the 2017-18 school year the committee continued to meet and develop the PRIDE schedule.</p> <p>5. Meeting of the improvement team in the summer of 2018 to review the data and goal.</p> <p>6. Inservices in the fall of 2018 with the emphasis on applying the social-emotional standards in the classroom. Staff will begin using 7 Habits for the Highly Effective Teens by Steven Covey during PRIDE in order to teach the social-emotional standards.</p> <p>7. Meeting of the improvement team in the summer of 2019 to review the data and goal.</p> <p>8. During 2019-2020 school year, the staff will continue to use the 7 Habits for the Highly Effective Teens with their students. The student life staff will have additional training in the fall.</p> <p>9. Improvement Committee will meet in the summer of 2020 to assess the year and make plans for 2020-21.</p>
Monitoring	Secondary Head Teacher
Persons Responsible	Secondary School Improvement Team: Joelle Allen, Nancy Frazier, Amanda Harris, Janna Wiesner, Jennifer Kucinski, Mike Wiesner, Kevin Milner and Sally Luton



# **KSDE Board of Education**

## **Five Outcomes**

The Kansas State Board of Education (KSBE) has adopted a vision for the state of Kansas. That vision is that *Kansas leads the world in the success of each student.*

In order to meet that vision, the State Board has selected five outcomes that will help measure the progress of their new vision. The five outcomes are:

- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation Rates:
- Postsecondary Completion/Attendance
- Social/Emotional Growth Measured Locally

The following pages highlight each outcome and provide information (when available) to monitor KSD's progress toward meeting the five outcomes.

# **KSBE Outcome #1**

## **Social-Emotional Growth Measured Locally**

Academics alone won't guarantee a student's success after high school. Students who lack nonacademic skills, such as conscientiousness, perseverance and the ability to communicate effectively, may find it more difficult to succeed in postsecondary education and the workforce. Social-Emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

In 2012, the State of Kansas developed Social, Emotional, and Character Development Standards (SECD) to provide schools with a framework for integrating social-emotional learning. At KSD we are currently studying the SECD Standards and prioritizing the standards. The initial prioritizing was done by the counselors and the Related Services Director. Teacher input will follow, and once the priority standards have been selected, assessments, different methods of implementation, and curriculums and resources will be determined.

During the summer of 2018, a committee of counselors and administrators met and planned the implementation of social-emotional standards into the curriculum school wide. In the fall of 2018, both the elementary and secondary begin implementation of PBIS (Positive Behavioral Intervention & Supports). PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. We use the available MTSS data to measure social-emotional skills. In the summer of 2018, the Secondary department met and decided to use Steven Covey's 7 Habits of Highly Effective Teens as a base curriculum to address social-emotional skills. We measure the effectiveness of this intervention by tracking the number of Academic Progress Reports and the number of Tardies during the school year.

## **KSBE Outcome #2**

### **Kindergarten Readiness**

Kindergarten Readiness is an important building block for a student's future achievements and success. In order to identify where extra resources and supports should be delivered, the state has decided to screen all Kansas students entering Kindergarten using a commercial readiness screener, Ages and Stages. The screening began in the fall of 2018.

The results will be used to provide information to families, teachers and administrators about how many kindergarten students are developing at a rate that is appropriate for their age. It will measure development in motor, literacy/language, math and social-emotional development. This information will support data-driven decision making by schools, district and state policy makers who can consider targeted ways to increase readiness.

The screener won't be used to keep a child from entering kindergarten nor will it be used to measure a teacher's ability.

## **KSBE Outcome #3**

### **Individual Plan of Study**

An Individual Plan or Study (IPS) begins in middle school and should be developed cooperatively between the student, the school and family members. The plan is based on the student's interests and talents.

Each IPS will include results of a series of career interest inventories during the 7<sup>th</sup> and 8<sup>th</sup> grades. Coursework entering high school is aligned with the student's goals. As the student works throughout high school, the IPS is continually updated as interests and goals change. The IPS also contains a general postsecondary plan and a comprehensive personal portfolio.

The IPS is designed to help all Kansas students obtain a suitable vision of their path toward college and career readiness. The IPS helps provides the students with relevant and career specific courses based on their interests and talents. With focused and realistic planning, it can improve the number of students successfully completing postsecondary programs (college, two- and four- year postsecondary training).

An IPS isn't a checklist. Developing and implementing an IPS is an ongoing process that should be reviewed and updated with the students and families regularly.

KSD has a full-time transition coordinator who works with students and their families to develop the IPS. The following pages outline the process of developing the IPS beginning in the 7<sup>th</sup> grade. During the 2018-19 school year, the transition coordinator began working with students in 6<sup>th</sup> grade as well to prepare them for the development of their IPS beginning in 7<sup>th</sup> grade.

## KSBE Outcome #3

### Individual Plan of Study

Grade	Activities
7th	<p>All general education students take a 9-week Career class. The class focus is on exploring their strengths, weaknesses, and interests. They try to answer the question, "Who am I?"</p> <p>All students meet individually with the transition coordinator to begin the IPS planning.</p> <p>The transition coordinator attends all students' annual IEP. At the IEP, the student presents a power point related to their interests and shares that with their parents. Then the transition coordinator answers any questions.</p>
8th	<p>All students take a second 9- week Career class. The focus of this course is to identify different careers and the skills needed to be successful in those careers. They look to match their strengths/interests with different careers.</p> <p>All 8<sup>th</sup> graders attend the Johnson County Career Fair.</p> <p>Students use Virtual Job Shadow, a software program that highlights different jobs and their requirements.</p> <p>All students meet individually with the transition coordinator at least once and more often if needed to continue the IPS.</p> <p>The transition coordinator attends all students' annual IEP. At the IEP, the student updates their power point from the 7<sup>th</sup> grade and shares their plan and goal with their parents. Then the transition coordinator explains how the school will try to help the student arrive at their goal.</p>

## KSBE Outcome #3

### Individual Plan of Study

9 <sup>th</sup> -11 <sup>th</sup>	<p>In grades 9 – 11, the school offers an optional, semester or full year, Career Training class. The purpose of the class is to both to prepare the students for employment and provide on and off campus internships. At this point, the class is optional and not required for all students. The Virtual Job Shadow software is used throughout the Career Training classes to help modify student goals.</p> <p>All students in grades 9 – 11, regardless of whether or not they are in the Career Training class, continue to meet individually with the transition coordinator to update/revise their IPS. Once they are in high school they will meet with the coordinator a minimum of two times per year – more if needed.</p> <p>The transition coordinator attends all students’ annual IEP. At the IEP, the student continues to update their transition power point and shares the update with their parents. Then the transition coordinator is available for questions/clarification.</p> <p>The 11<sup>th</sup> grade students attend the Olathe Chamber Career Fair.</p>
12 <sup>th</sup>	<p>In grade 12, the student has an opportunity to take the semester or full year, Career Training class including on and off campus internships.</p> <p>The student use PEPNet, a technology program developed for the Deaf that helps students with transitions skills to employment.</p> <p>During their senior year, the transition coordinator meets regularly with the students, both individually and in small groups to continue their IPS and to complete their senior portfolio.</p> <p>Each senior presents their transition power point to their parents at their annual IEP. The transition coordinator is available for questions/clarification.</p>

## **KSBE Outcome #3**

### **Individual Plan of Study**

Post Secondary	<p>Our school has a new two-year, post-secondary program called the K-Star program. This program allows students to return to campus after their senior year, live in an on-campus apartment and take additional classes at KSD, Community Colleges, and/or Technical Training Programs. Students also can opt to work at a job with job coaching provided by KSD staff.</p> <p>During their stay, they work with the transition coordinator and residential coordinator to follow their specific transition plan. The plans are updated regularly as long as they are in the program.</p>
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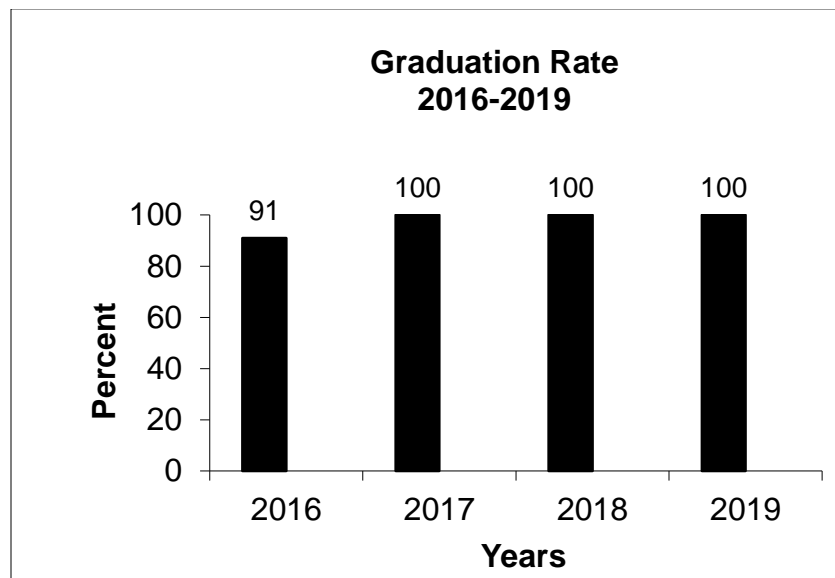
## KSBE Outcome #4

### High School Graduation Rate

The Kansas vision of ensuring the success of every student is directly tied to the graduation rate. While the state of Kansas has a graduation rate that is above the national average, it isn't enough. We need to make sure that every student graduates with the skills needed to be successful as they enter college or the workforce.

Statistics show that people **without** a high school diploma qualify for only 17 percent of all jobs, primarily sales and office support, food and personal service and blue-collar jobs; many of which may not provide a living wage or health care benefits.

The graduation rate at the Kansas School for the Deaf is normally above the state average. The chart below lists the graduation rate for the last four years.





## **KSBE Outcome #5**

### **Postsecondary Completion/Attendance**

Not every career requires a four-year degree. Technical colleges, community colleges and the military all play a critical role in preparing students for the workforce. It is not enough to just enroll in a postsecondary program, but students need to succeed in completing a credential to meet the workforce needs in Kansas.

With the labor market continually trending toward a higher set of skills, students will need to pursue higher levels of postsecondary education in order to remain competitive for jobs.

Most new jobs or job openings will be “middle skill” jobs- those requiring a diploma, but less than a four-year degree.

In 2020, the education demand for jobs in Kansas will be:

- 11 percent master’s degree
- 25 percent bachelor’s degree
- 35 percent associate’s degree
- 29 percent high school diploma or less

The State Board has defined a “successful student” as having attended at least two years of a postsecondary training program (4-year college, 2-year college or technical program). The goal is to have 75% of the high school graduates attending two years of postsecondary training by 2026. Achieving this goal will meet future education demands for jobs in Kansas.

The graph below shows the percentage of KSD graduates meeting the state’s definition of a “successful student”. Since the data reflects 2 years after graduation, the 2017 data is the most current.

