

# Kansas State School for the Deaf

## School Profile

### 2016-17



#### **Mission Statement**

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

## FOREWORD

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.

During the 2016-17 school year, the Kansas School for the Deaf made a decision to revise the school improvement plan in order to reflect the State Curriculum Standards and new a direction in Kansas Education. The new plan will be implemented during the 2017-18 school year.

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.
- Sound START (Birth to Three program) provides evidence-based early intervention services to infants/toddlers, families, and professionals.
- Technology tools including internet access, technology labs, 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, psychology, counseling and health care.
- Statewide outreach department featuring consultation, assessment, and the operation of the Kansas auditory training unit program.
- An accessible environment where Deaf students where students receive full language access in ASL and English.
- Transition services from early childhood through post-secondary.
- Special programming to serve students with additional disabilities.

# 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:

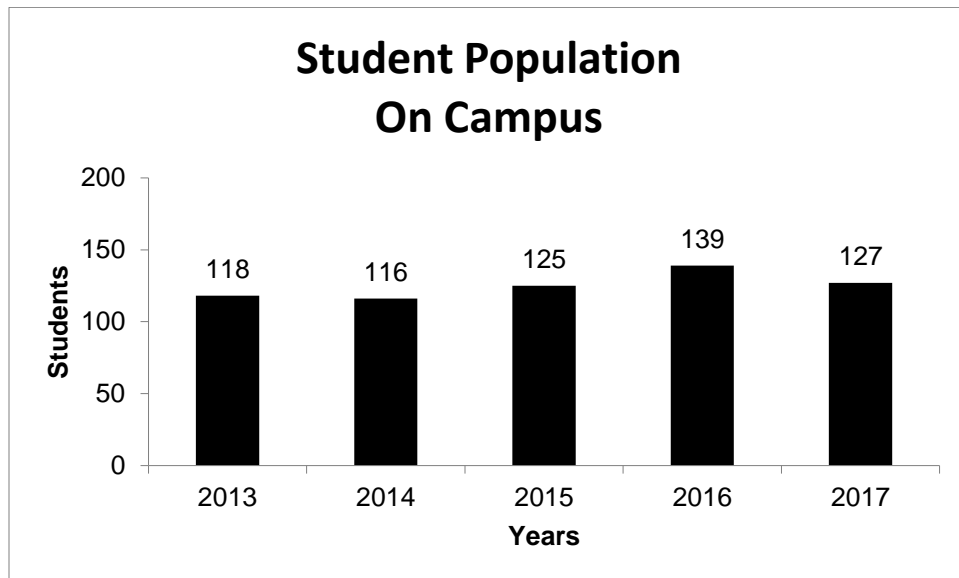
- Deaf adult role models
- Emphasis on American Sign Language, Literacy, and Spoken Language
- An environment of acceptance, which provides a positive self-image and the confidence, needed to develop fluency in a second language.

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 (ATU) leasing 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.

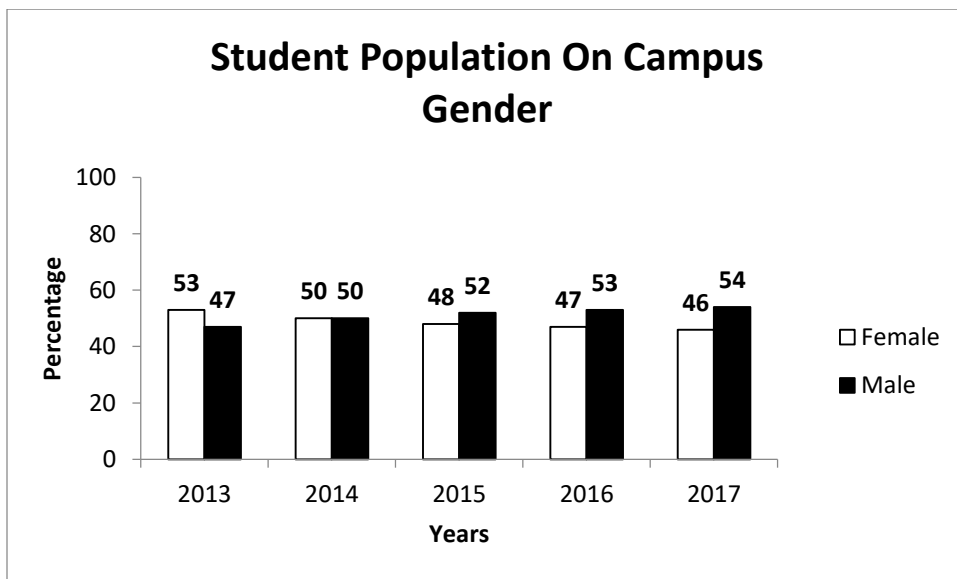
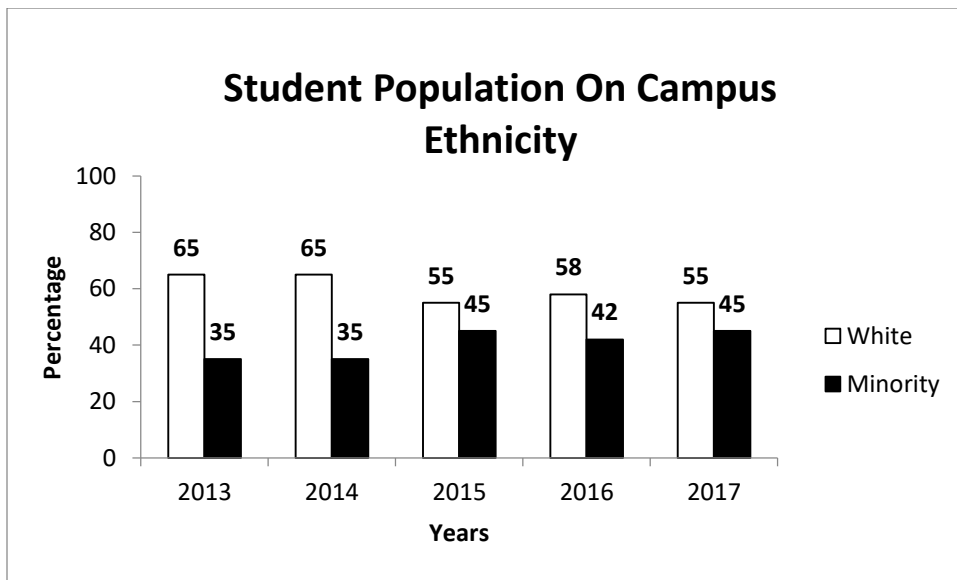


Currently, 33% of our students have a secondary disability in addition to Deafness.

# Population Trends Over Time

## Disaggregated

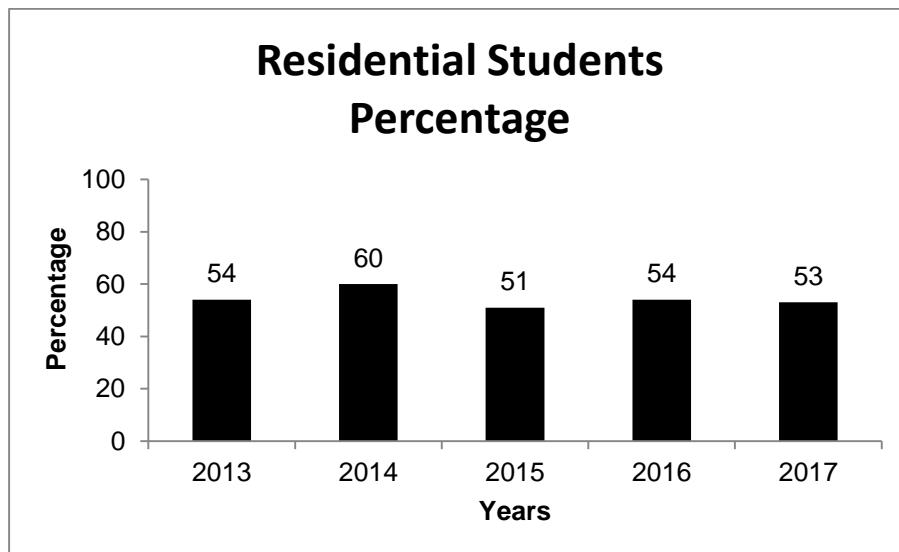
The population data was disaggregated for two different variables by *gender* and by *race/ethnicity*. Data is not disaggregated by socio-economic status since KSD cannot identify this group.



# Population Trends Over Time

## Residential Students

The following graph displays the percentage of residential students from 2013 through 2017. 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.



	2017
Full Time Residential Students	46
Part Time Residential Students	21



# Mission and Vision

The Kansas School for the Deaf develops vision, mission, and core values 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.

Our school's belief statements revolve around a strong ALS/English 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, and providing bilingual training for our staff through the ASL/English Bilingual Professional Development project (AEBPD), expanding the ASL (American Sign Language) tutorial program, creating ASL immersion 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. During the year, a new mission committee will be formed and our mission will be revisited as part of our CEASD accreditation process.

# Mission and Vision

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

KSD has an ongoing mission/vision committee consisting of teachers and administrators from different departments. The committee meets every five years to reexamine the mission/vision statement. During this process, feedback is solicited from staff through department meetings and surveys. Stakeholders provide feedback at the Site/Advisory Council meetings. Based on the feedback received, our vision and mission statement is affirmed or adjusted to reflect the changing educational environment

Our current Vision, Mission, and Core Value Statements are listed on the following page.

## **KSD Vision Statement**

*A school, a community, a society in which hearing acuity is incidental, barriers are minimized, human potential is maximized and people are judged by their contributions and their character.*

## **KSD Mission Statement**

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

## **Core Values**

### **KSD believes that:**

- Each student has the right to a safe and secure educational environment.
- Each student has the right to an academically rigorous program.
- Full access to ASL and English is crucial to a student's development, and both languages are equally utilized and valued.
- Exposure to and experience with Deaf culture will enrich the lives of students and their families.
- Outreach services provide the highest quality of services, resources, and support to children ages birth – 21 who are deaf/hard of hearing, by collaborating with their families, their communities, and the professionals that serve them.
- Each student and family has the right to transition services to understand student 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 attends an annual training to outline any changes in policies and/or procedures. The staff is also provided with an online employee 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 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 head teachers 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 head teachers 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 2016-17 school year, the Endowment Association supported the Accelerated Reader classroom incentive program by providing funds for individual teachers to be used in their classrooms. 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 professional development days.

Our students have a wide range of performance, which correlates 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 performance, the curriculum department uses a variety of curriculum tools 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 5 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 during the summer of 201 to teachers of the Deaf in the state of Kansas as a one-week workshop. Last summer, the teachers returned for the second phase of training. 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 2017 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. In 2016-17, KSD began a 1:1 Chromebook initiative. Students in grades 3 -12 were given Chromebooks to use in all classes. Students in grades 6 and above can take the Chromebooks home or to the dorm for homework. The secondary lab doubles as a Bilingual Multi-Media Room. This room incorporates the ASL and literacy framework giving students opportunity to become proficient in their ASL and written English skills through viewing, signing, and writing activities.

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.



## Documenting and Using Results

All of our students are Deaf and for most, American Sign Language (ASL) is their first language. The school has developed an assessment, which measures a student's ability to "view/attend" ASL and answer signed questions. This assessment is called the VLAT (Visual Listening Assessment Tool) and is administered to our students every three years as part of their comprehensive reevaluation. It is also administered to students referred for ASL tutoring. A student's growth or lack of growth in ASL over the three-year period leads to programming decisions (e.g. class placement, ASL tutoring services). Another literacy assessment is the Kendall Conversational Proficiency Levels (P-Levels), which is a conversational rating, scale designed to assess deaf children's communicative competency. The assessment involves answering sets of questions to determine where on a descriptive scale of development a child is currently functioning. The assessment focuses largely on the child's expressive competencies in conversational situations. Students receiving ASL therapy are tested annually on the Kendall Conversational Proficiency Level Assessment (P-Level).

The data collected from the VLAT and P-Level assessments helps identify the overall level of our students' American Sign Language (ASL). Awareness of those levels helps the school know how best to allocate its resources (e.g. increase in language immersion classrooms, increase/decrease in ASL tutors, and readiness for increased English instruction).

Assessment results are shared with different stakeholders depending on the assessment. The Kansas State Assessment and MAP results are shared with the teachers as soon as they are available. The school improvement coordinator includes the results in the school profile.

# Documenting and Using Results

With a small and extremely diverse population, class groupings are being guided more and more by data and not necessarily age. In the Elementary building it is not unusual to have a multi-graded class of fourth, fifth, and sixth graders grouped together for reading. Student data plays an important role in deciding upon the groupings. This practice has led to an increase in teaching effectiveness and student achievement.

The 2017 ELA, Math, and Science Assessment results are included in the next two sections.

# Literacy Results

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. It is a time consuming process, which is complicated by the inability for most deaf students to access phonics, one of the primary building blocks to 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.

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

# Kansas State ELA Assessment

## General Information

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 2017, KSD all 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) and are explained on the next page.

# Kansas State ELA Assessment

## General Information

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 assigned one of four Performance Levels.

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

Emerging

Approaching Target

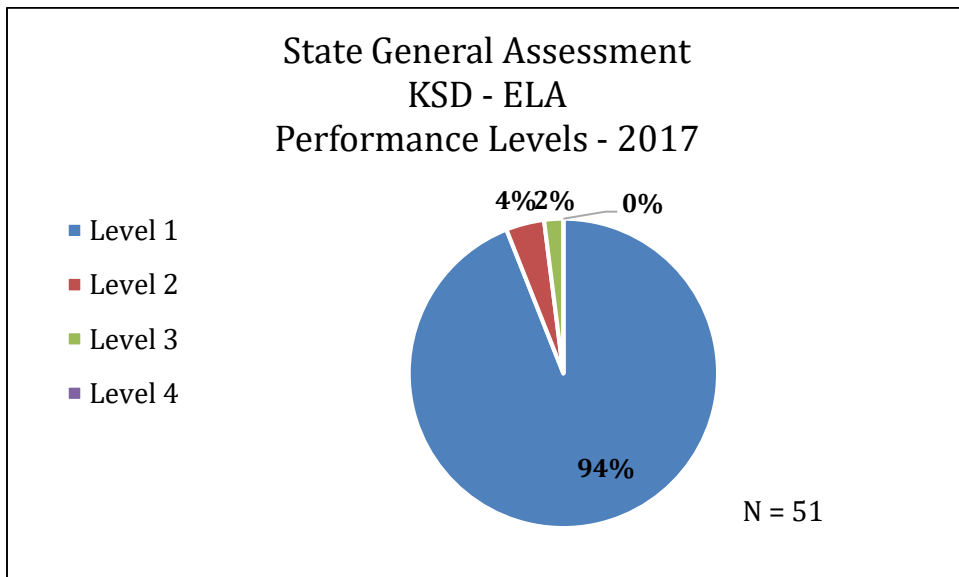
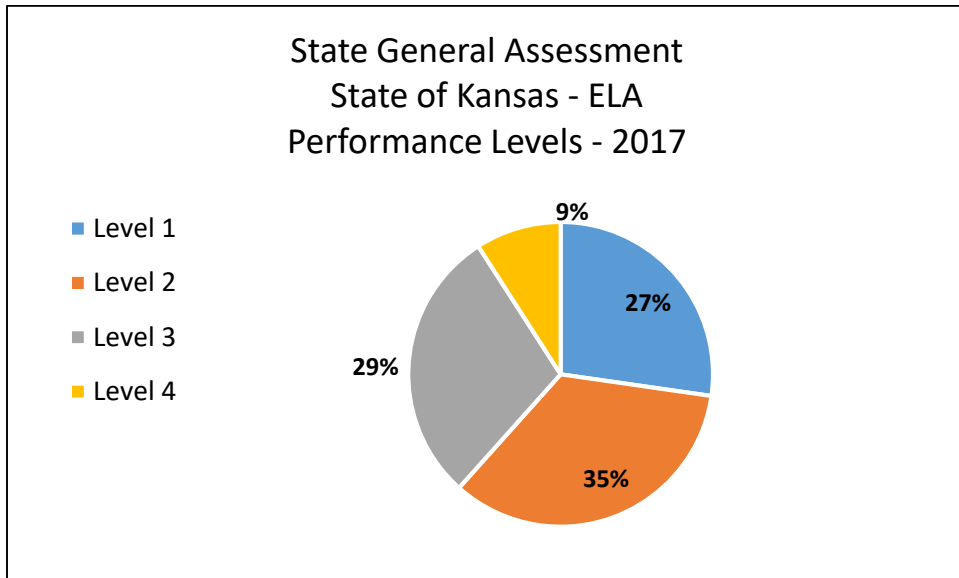
Target

Above Target

The following page shows the results of the 2017 State ELA General Assessments. There were only three students who took the DLM so those results can't be displayed.

# State General ELA Assessment 2017 Results

These graphs show the results of the 2017 State General Assessments. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2017.



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.

# MAP Reading and Language Assessments

## General Information

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; and
- Identify students for appropriate instructional programs

KSD begin 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.

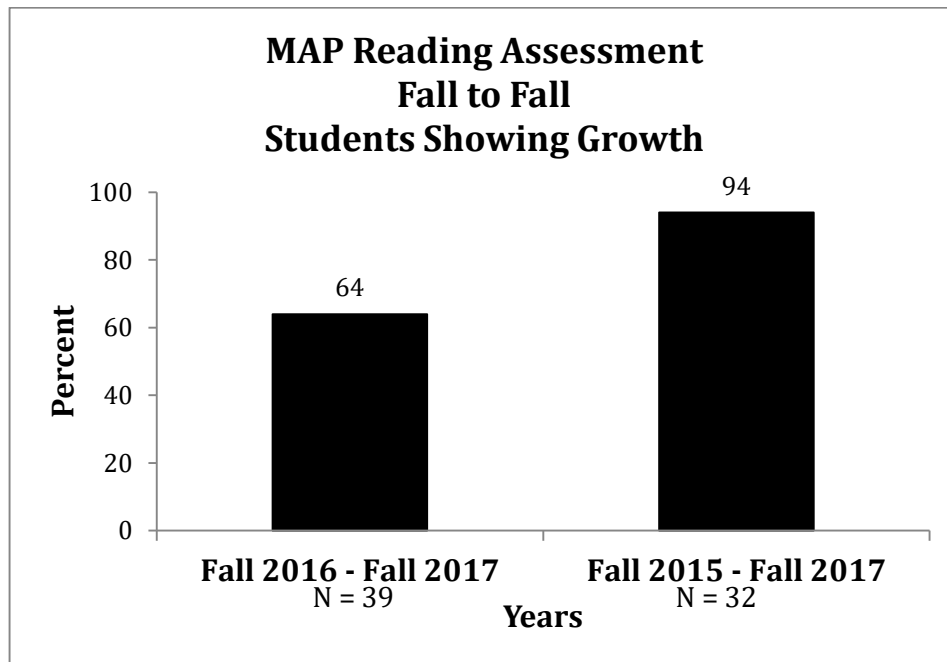
Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

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 2016 to fall of 2017) and a two-year period (fall of 2015 to fall of 2017).

# MAP Reading Assessment

## 2017 ELA Results

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 2016 to the fall of 2017 (one year) and the second bar shows the growth from the fall of 2015 to the fall of 2017 (two years).



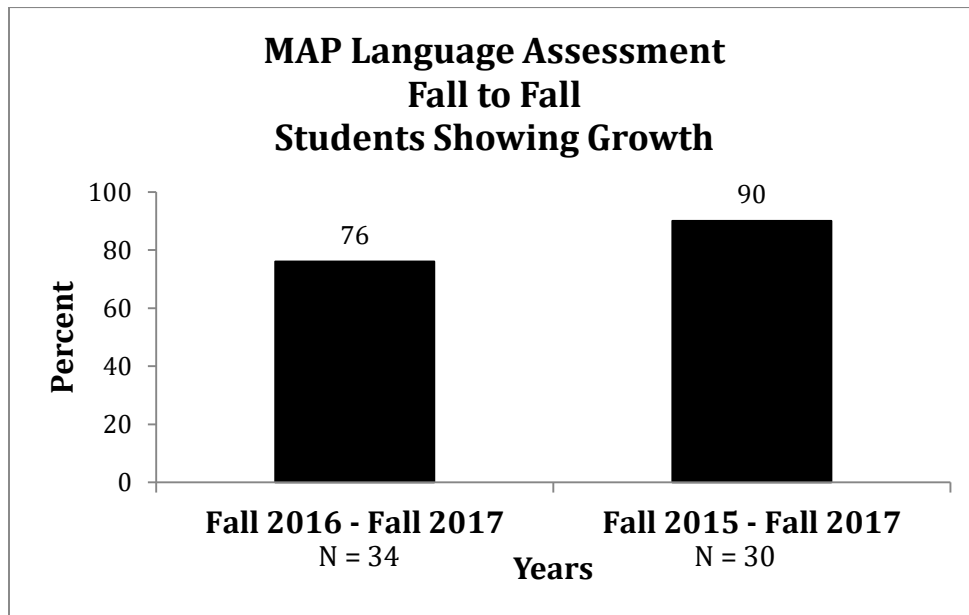
The results indicate the 64% of the students improved over one year, but over two years 94% improved their scores. The results indicated that most students are improving over a two-year time span.



# MAP Language Assessment

## 2017 ELA Results

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 2016 to the fall of 2017 (one year) and the second bar shows the growth from the fall of 2015 to the fall of 2017 (two years).



The results indicate that 76% of the students improved over one year, but over two years 90% improved their scores. The results indicated that most students are improving over a two-year time span.

# KU Writing Assessment

## General Information

The Kansas School for the Deaf uses the KU Writing Curriculum to develop written English grammar in second grade and above. The KU Writing curriculum was developed at the University of Kansas to specifically teach the grammar and syntax of written English. It is beneficial for students who are learning English as a second language. The program consists of three levels, *Fundamentals in the Sentence Writing Strategy*, the first level exposes the students to a thorough grounding in basic concepts and terms, such as "subject," "verb," or "infinitive. Once students have that basic understanding, they may move on to the second level, *Proficiency in the Sentence Writing Strategy*. Together these components constitute a strategy for recognizing and writing 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex. In studies, students who have learned the *Sentence Writing Strategy* consistently produce written products that contain 100 percent complete sentences and at least 40 percent complicated sentences. Their written products include more words, more sentences, and a greater variety of sentences than those of low-achieving students who have not learned the strategy. The third level, Paragraph Writing, moves from sentences to complete paragraphs. The Elementary Department focuses on the Fundamentals and Proficiency levels while the Secondary Department focuses on the Paragraph Writing level.

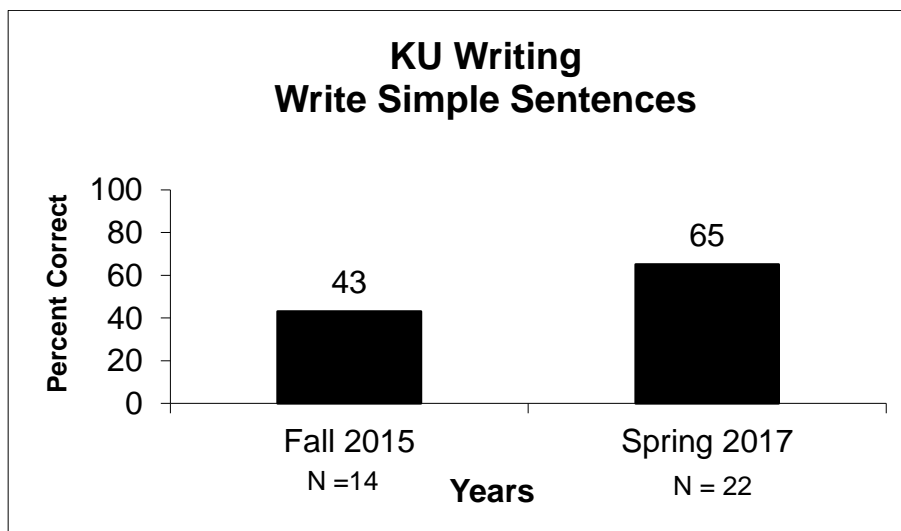
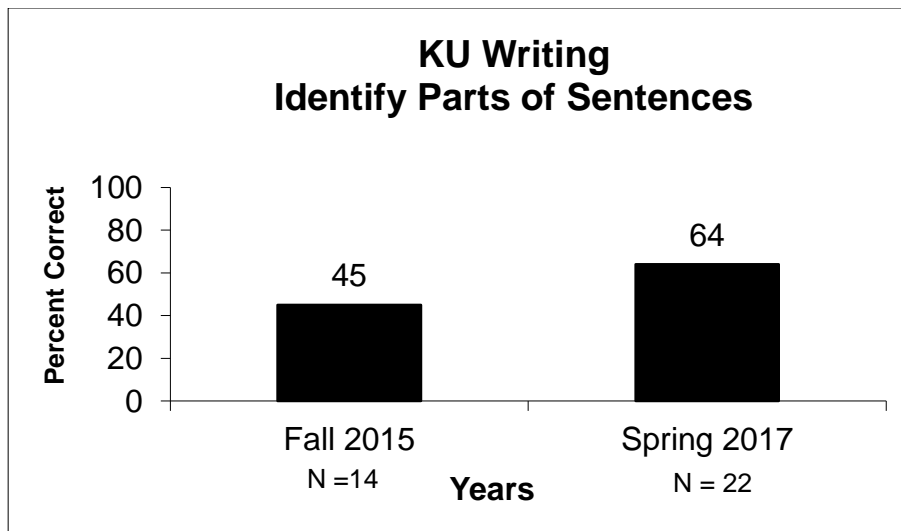
The ELA curriculum committee developed an Elementary assessment to measure the three primary areas in the KU Fundamentals and Proficiency Curriculums.

- Identifying Parts of Sentences
- Writing Simple Sentences
- Writing Past and Future Sentences

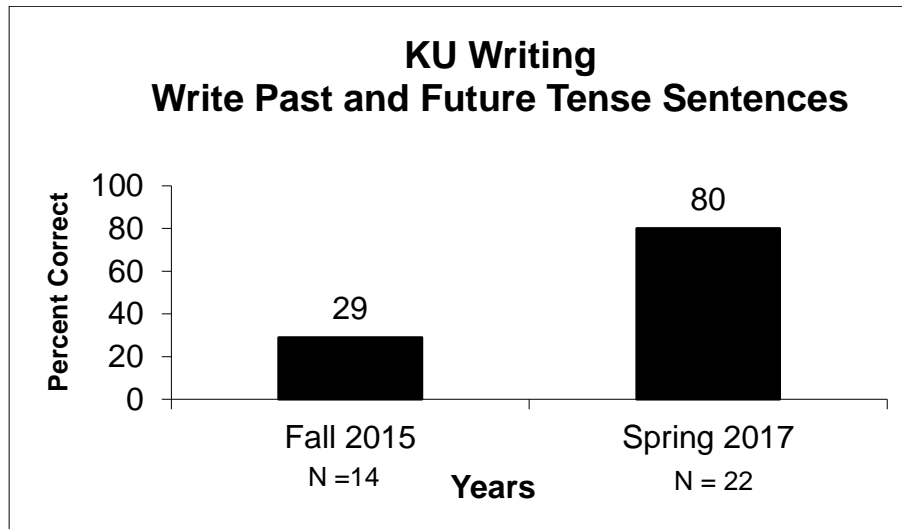
We graphed the results from the start of the assessment in the fall of 2015 to the spring of 2017.

# KU Writing Assessment Results

The assessment was developed in the summer of 2015 and given in the fall to students in 2<sup>nd</sup> through 6<sup>th</sup> grade. The table below shows the percentage in each of the three main areas, Identifying Parts of Sentences, Writing Simple Sentences, and Writing Past and Future Tense Sentences.



# KU Writing Assessment Results



The results indicated a significant increase in scores from the fall of 2015 to the spring of 2017 in all three areas.

# 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 to those students receiving ASL tutoring and as part of all 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 Department. 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**.

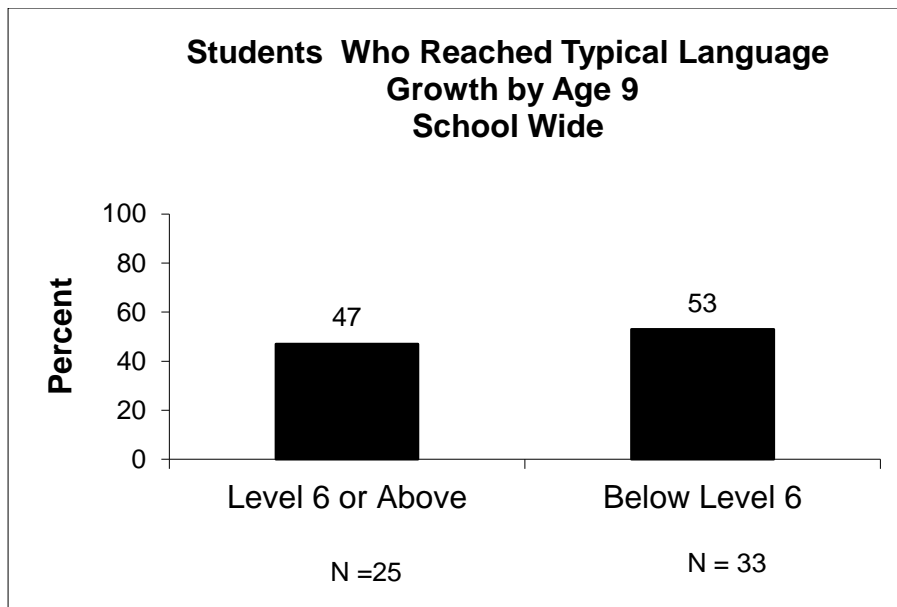
# Kendall Conversational Proficiency Levels

## Assessment

### 2016-17 Study Results

#### 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.



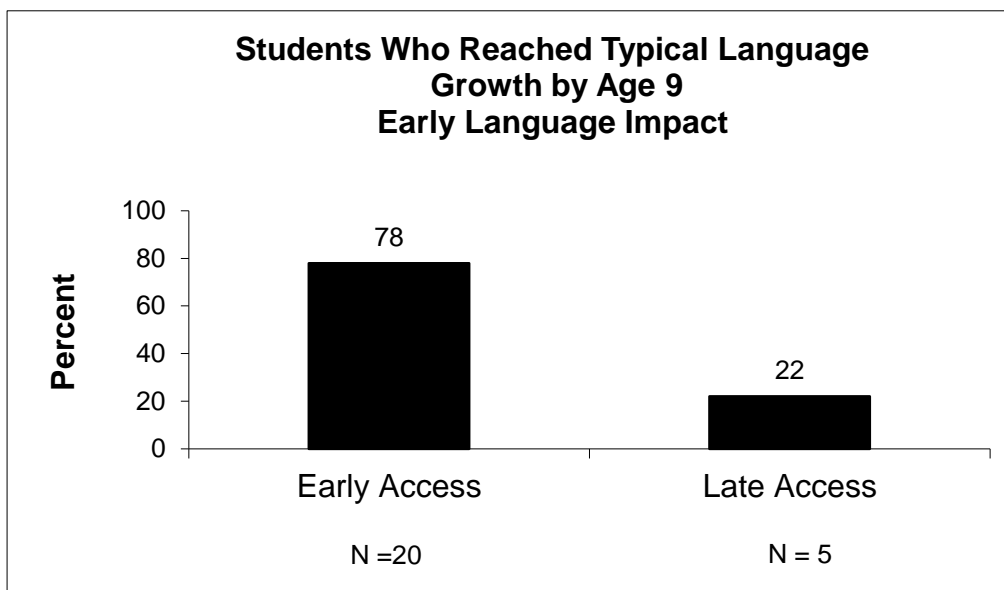
The data shows that 47% of the students tested had typical language growth in ASL by age 9.

# 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 that 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.

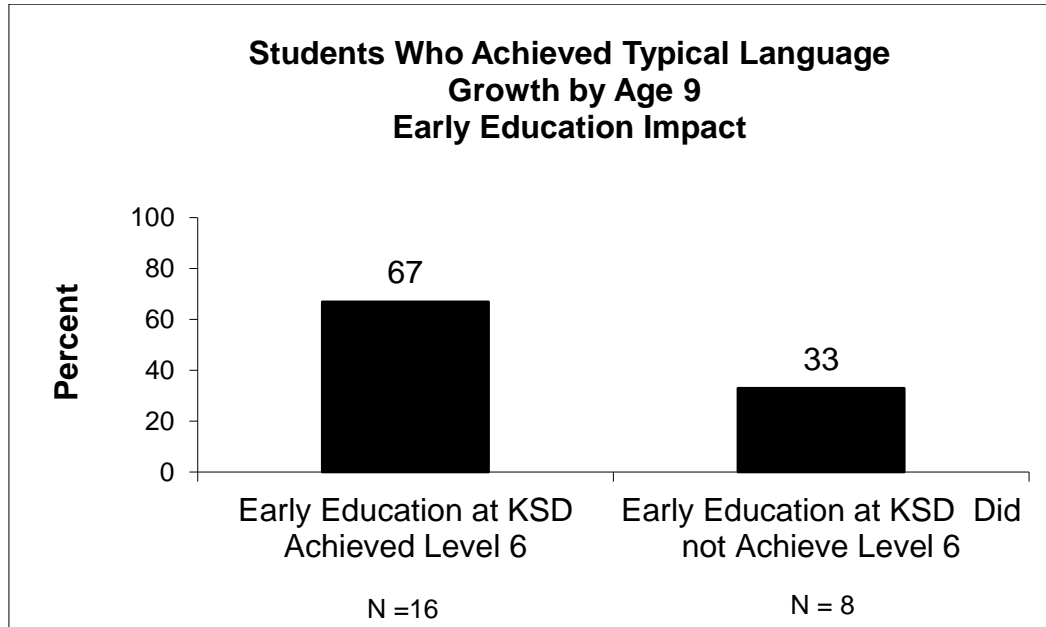


The data shows that 78% of the students who reached level 6 by age 9 had parents who signed early in life. The results indicate the importance of early access to language to achieving typical language growth in ASL.

# Kendall Conversational Proficiency Levels Assessment 2016-17 Study Results

## 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 student who attended Early Education at KSD achieved Typical Language growth by age 9 compared with 43% of the control group.



# Mathematics Results

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.

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

# Kansas State Mathematics Assessment

## General Information

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 2017, KSD 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.

# Kansas State Mathematics Assessment

## General Information

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

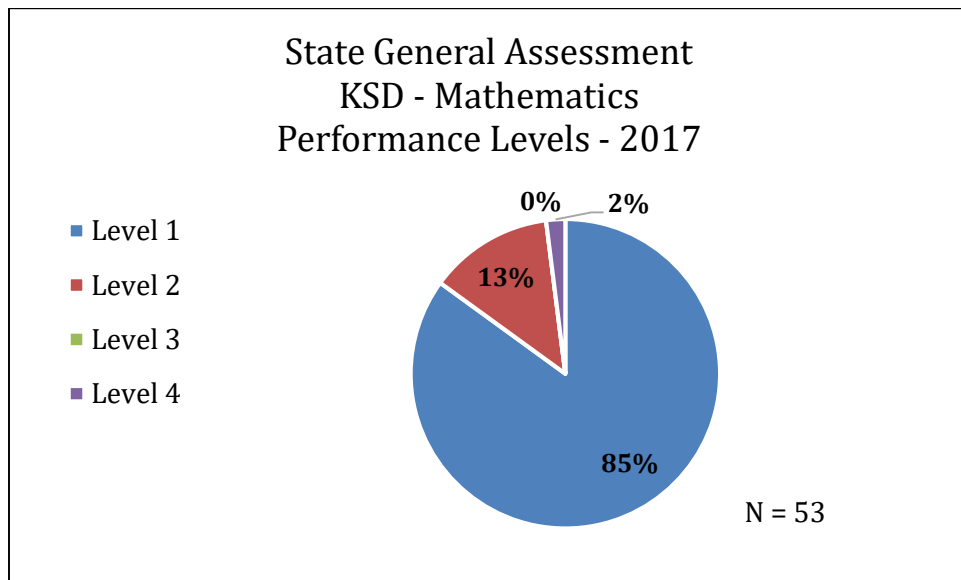
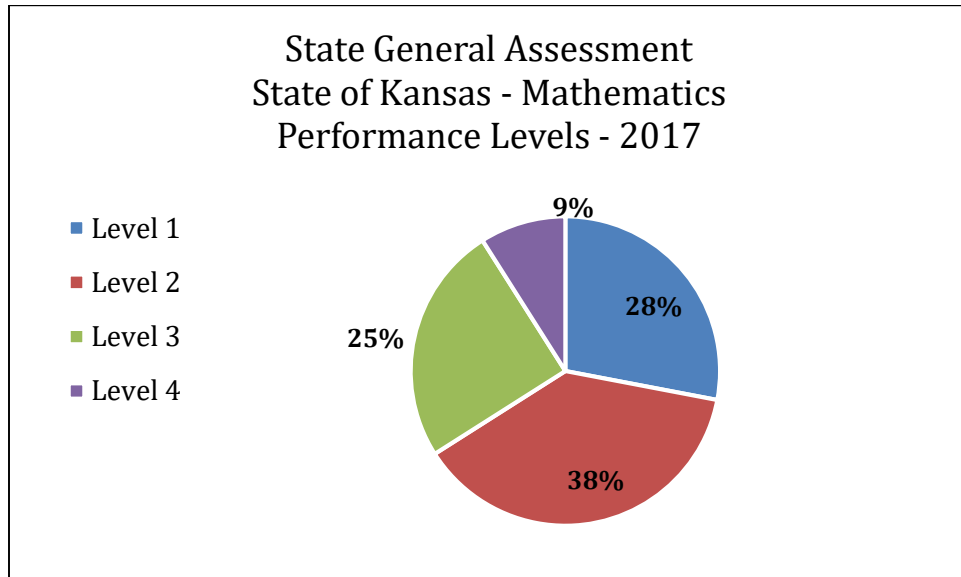
Above Target

The following page shows the results of the 2017 State Math Assessments. There were only three students who took the DLM so those results can't be displayed.

# Mathematics Results – State Assessment

## 2017 General Assessment

These graphs show the results of the 2017 State General Assessment in mathematics. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2017.



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.

# MAP Mathematics Assessment

## General Information

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; and
- Identify students for appropriate instructional programs

KSD begin 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.

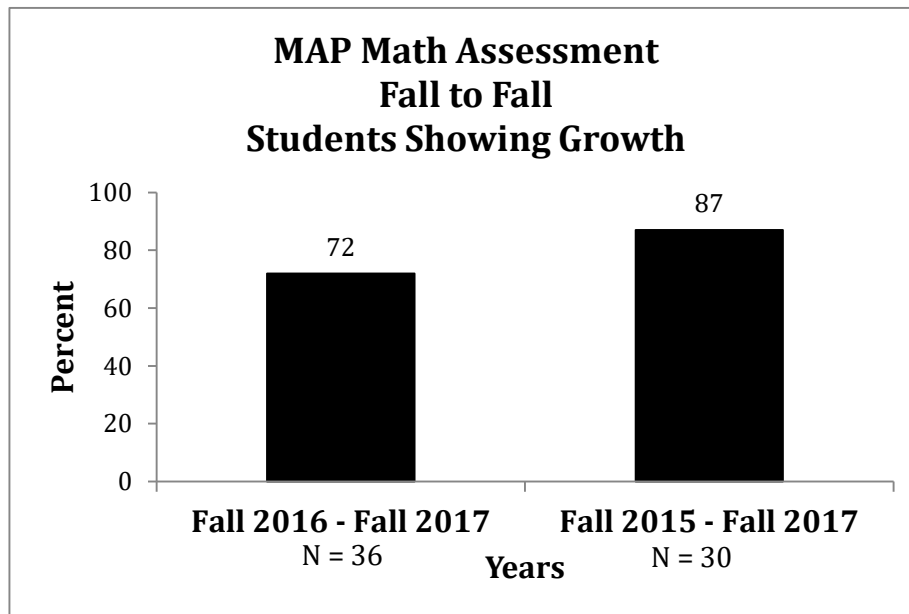
Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Mathematics assessment over a one-year period (fall of 2016 to fall of 2017) and a two-year period (fall of 2015 to fall of 2017).

# MAP Mathematics Assessment

## 2017 Results

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 2016 to the fall of 2017 (one year) and the second bar shows the growth from the fall of 2015 to the fall of 2017 (two years).



The results indicate the 72% of the students improved over one year, but over two years 87% improved their scores. The results indicated that a majority of our students are improving over a two-year time span.

# Science Results

There is no doubt that science—and, therefore, science education—is central to the lives of all Americans. Never before has our world been so complex and science knowledge so critical to making sense of it all. In 2013 the state of Kansas released new Science Standards based on the Next Generation Science Standards (NGSS). These standards have three dimensions: core science content, scientific and engineering practices, and cross cutting concepts. This integration of three dimensions reflects how science is practiced in the real world. The emphasis is shifting from isolated concepts to be taught to integration with real world applications.

## Kansas State Science Assessment

After the 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.

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 2017, KSD all 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. The Performance Levels differ for the General and Alternate (DLM) and are explained on the next page.

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

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

# Kansas State Science Assessment

## General Information

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.

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

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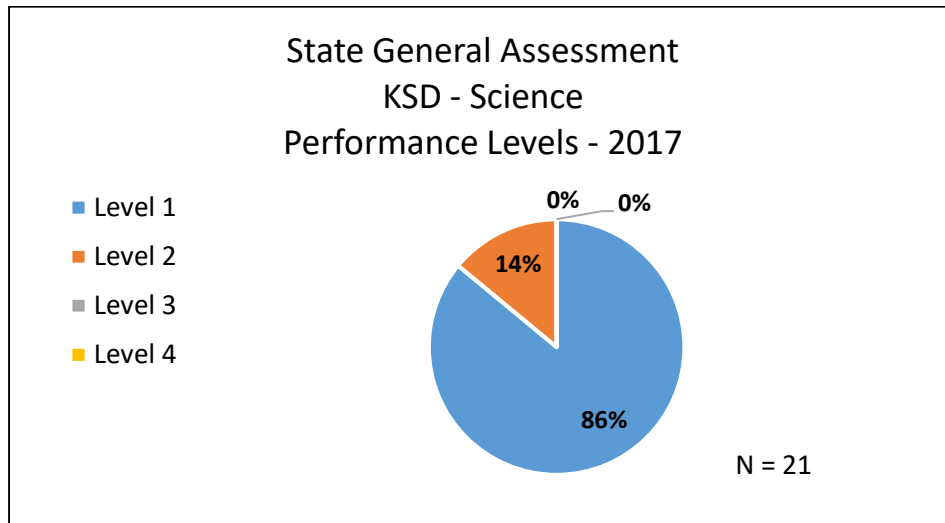
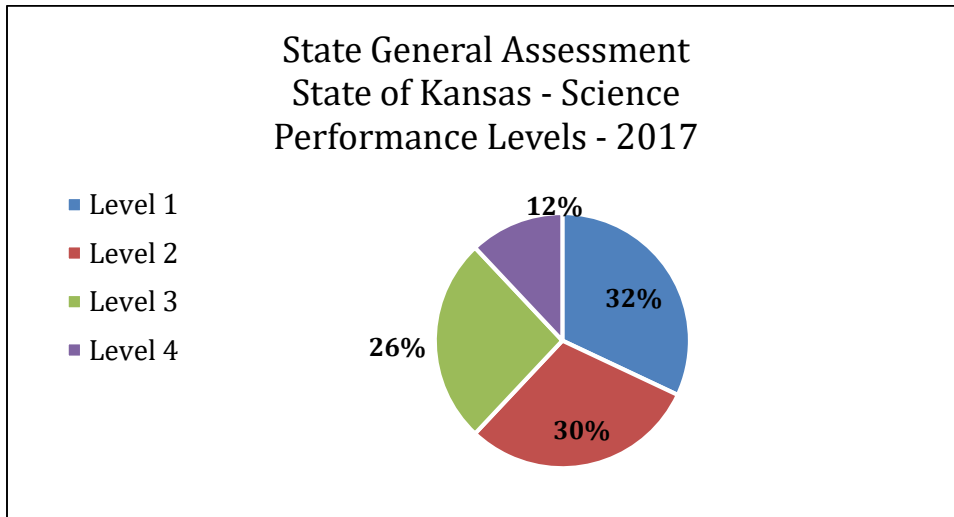
The following page shows the results of the 2017 State Science Assessments. Only the General Assessment scores are displayed as only 1 student took the DLM Science Assessment.



# Science Results – State Assessment

## 2017 General Assessment

These graphs show the results of the 2017 State General Assessment in Science. Students in grades 5, 8, and 11 took the assessment in the spring of 2017.



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.

# MAP Science Assessment

## General Information

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; and
- Identify students for appropriate instructional programs

KSD begin 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.

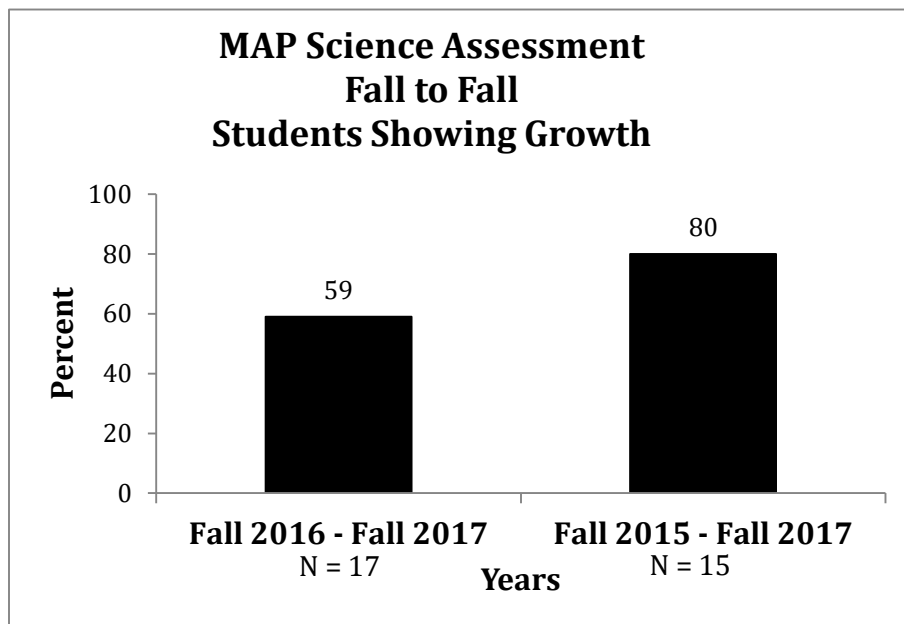
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

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 2016 to fall of 2017) and a two-year period (fall of 2015 to fall of 2017).

# MAP Science Assessment 2017 Results

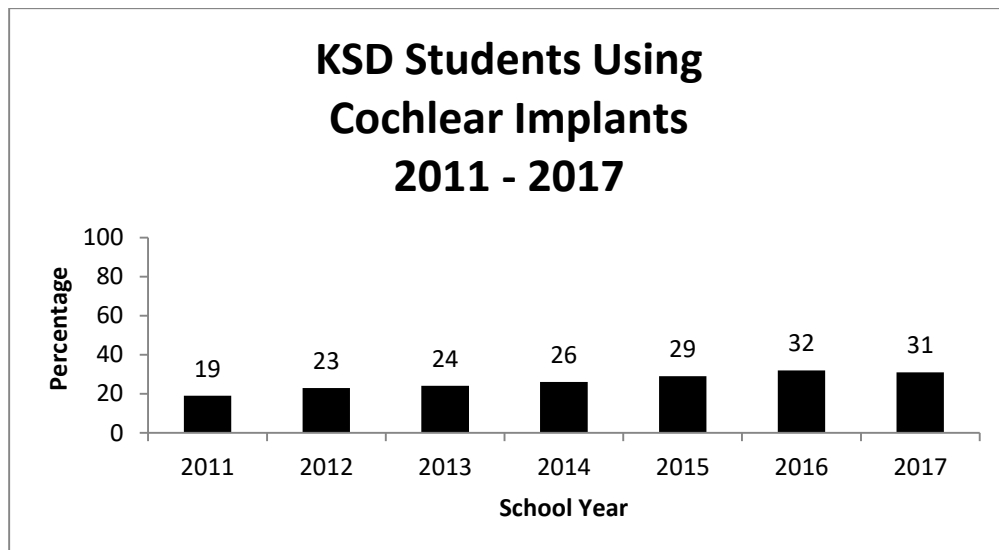
This graph compares the percentage of students whose RIT scores on the MAP Science assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2016 to the fall of 2017 (one year) and the second bar shows the growth from the fall of 2015 to the fall of 2017 (two years).



The results indicate the 59% of the students improved over one year, but over two years 80% improved their scores. The results indicated that most students are improving over a two-year time span.

# 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

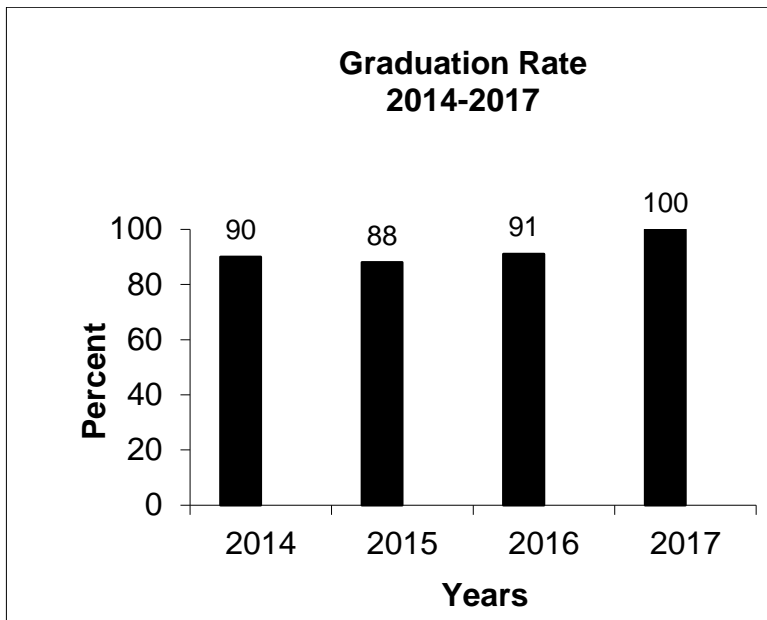
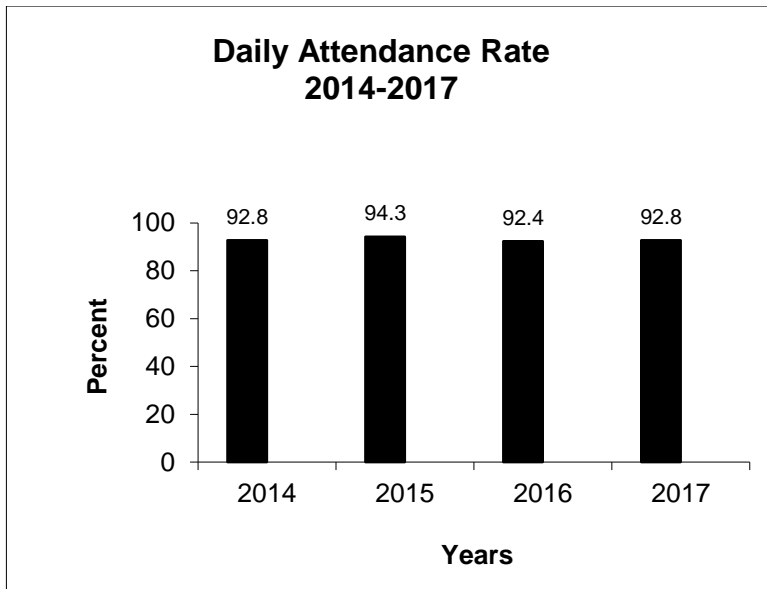
44% of the 2016-17 students have had cochlear implants.

56% of those who currently use implants are binaurally implanted.

28% of the students who have had an implant have discontinued using the implant.

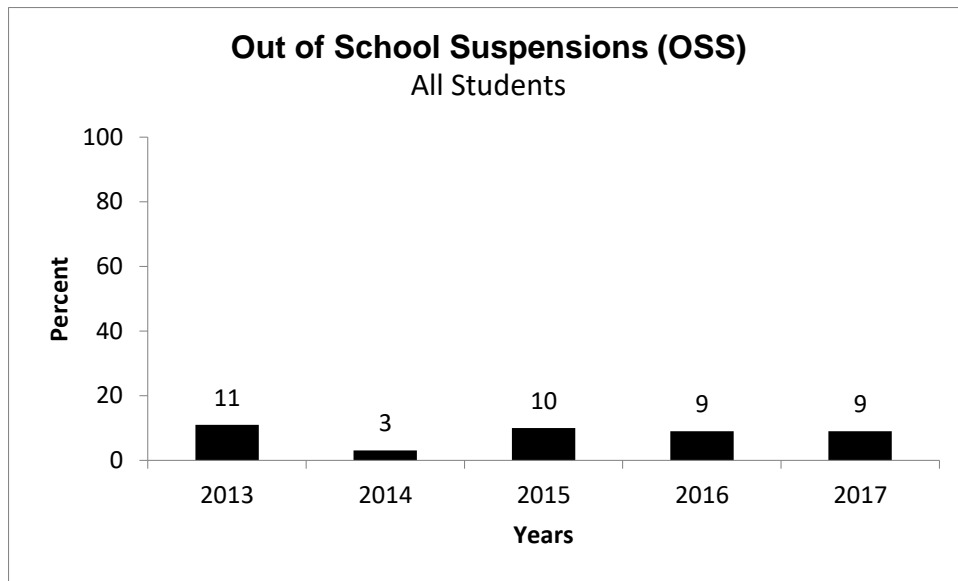
# Student Attendance and Graduation Rate

Attendance data from the Kansas School for the Deaf for the years 2014 -2017 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 2013 – 2017.



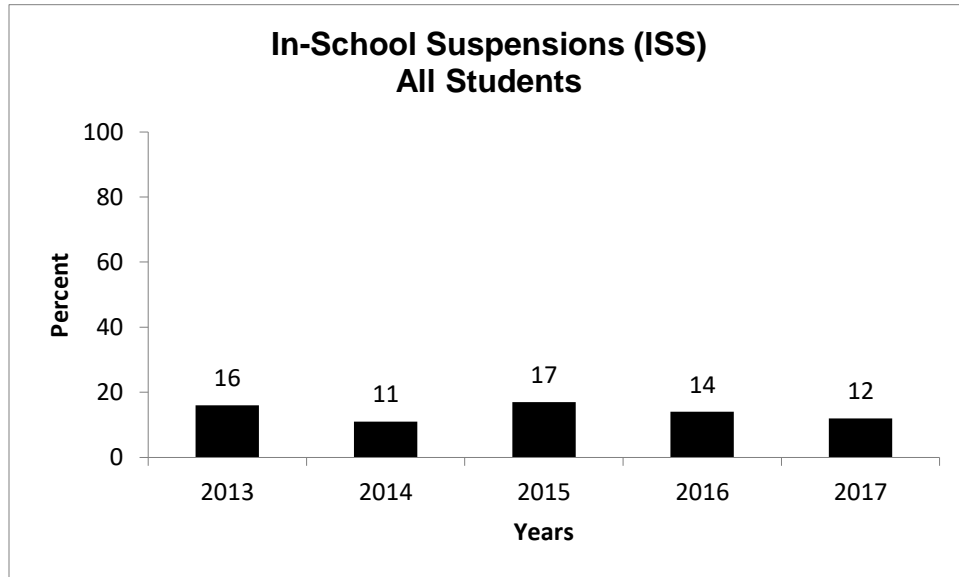
The following chart displays the breakdown of out-of-school suspensions by Department for the year 2017. This chart represents the percentage of students in each department receiving an Out of School Suspension (OSS)

DEPARTMENT	2017
Elementary	0%
Secondary	17%

# 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 2013 – 2017.



The following chart displays the breakdown of in-school suspensions by Department for the year 2017. This chart represents the percentage of students in each department receiving an in-school suspension (ISS).

DEPARTMENT	2017
Elementary	10%
Secondary	14%

# 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. 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. 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 in the middle and high schools 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 14 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, which maps out their goals and classes throughout high school.

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.

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, in the fall and spring, scheduled every year 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 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. Both the Elementary and Secondary departments publish regular newsletters, which are sent to all parents. 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. 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 in a profile document and shared with staff and stakeholders through large and small group meetings. Biannual updates are provided at Advisory Council meetings.

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

## **School Improvement Initiatives**

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. Interventions and assessments are being developed with implementation beginning during the 2017-18 school year.

The secondary department selected a goal of improving student's time management 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.

## **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.

# 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.

KSD is planning to begin implementation of the SECD Standards during the fall of 2018.



# 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 will begin 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.

KSD will be sending a team from the Elementary department for initial training on the Ages and Stages screener in the fall of 2017. Additional training will take place during the 2017-18 school year.

# 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.

# 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>
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>

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.

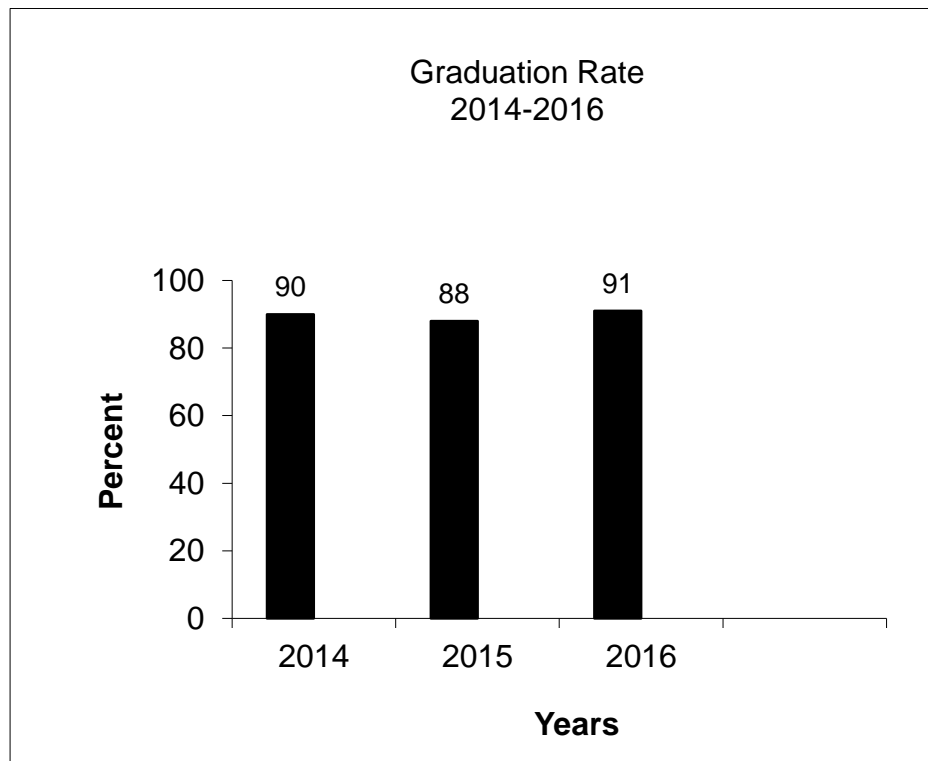
## KSBE Outcome #4

### 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.

