

# Kansas State School for the Deaf

## School Improvement Profile

### 2010-11



**Mission:**

*Total accessibility to language,  
communication, and educational  
excellence in a visual 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.

To achieve increased performance for all students in Kansas, schools have restructured to improve individual student learning through an accountability and improvement program linked to accreditation. Under QPA, schools must meet certain quality and performance benchmarks. One of the quality benchmarks is for each school to set up an improvement process which includes collecting performance data, identifying goals for improvement, developing interventions and setting up a process for continual monitoring of performance.

The Kansas School for the Deaf (KSD) is also accredited by AdvancED, an organization which serves schools in thirty states including Kansas. The AdvancED School Accreditation process provides schools with a comprehensive framework for continually improving student learning and school effectiveness. During the 2011-12 school year, KSD will begin the process of working toward the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) accreditation. CEASD accreditation reflects both the academic and residential program in schools for the deaf.

This profile report will reflect the Kansas School for the Deaf's progress in meeting the seven AdvancED 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 2010-11 school year, the Kansas School for the Deaf began implementing a new five-year school improvement plan. Goals for improvement, interventions, and timelines were completed in the summer of 2010. During the summer of 2011, committees met to review the goals and develop action plans for the following year.

The principle of continuous improvement is the belief that improvement is a never ending adventure; an endless journey. So with the completion of our new improvement plan, our focus in 2011-12 will be to continue the journey with new plans, interventions, and assessments 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.

In the nearly 150 years since it was founded, the Kansas School for the Deaf continues its rich tradition as a large center school for deaf children. 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 Advanced ED 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
- Technology tools including internet access, technology labs, networked library resources, and multi-media programming opportunities
- Career/Technical Education
- Dual Placement Options
- 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.
- State-wide outreach department featuring consultation, assessment, and the operation of the Kansas auditory training unit program.
- Least Restrictive Environment for Deaf and Hard of Hearing students where students receive full language access in ASL and English.

## 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 a native 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. 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
- Innovative ASL/ESL programming
- An environment of acceptance which provides a positive self-image, communication fluency and the confidence needed to develop fluency in a second language.

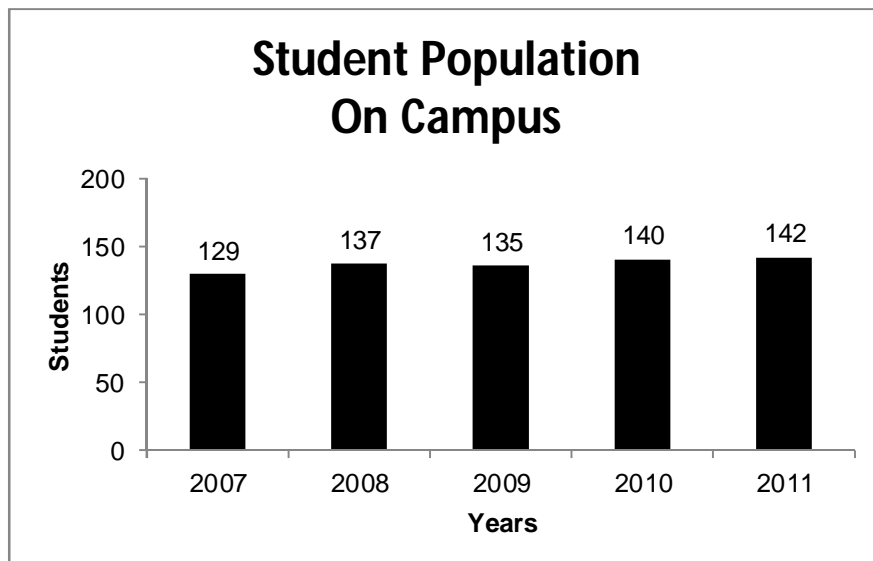
The school recognizes the need to nurture the whole person, promoting mental, emotional, and physical growth. Leadership development opportunities at KSD include:

- Student government
- Junior National Association of the Deaf
- Alpha Optimist and Junior Optimist Clubs
- Academic and Oratorical contests
- Athletic participation in volleyball, football, basketball, track, and cheerleading
- Fine Art classes (i.e. art, drama, 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. In 1905, the Kansas Legislature enacted a law that made attendance of all deaf persons between the ages of six and twenty-one compulsory unless they attended another special school

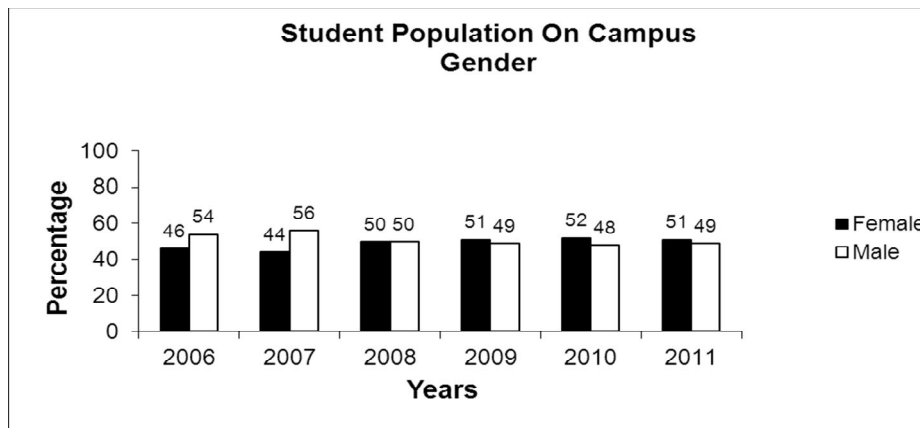
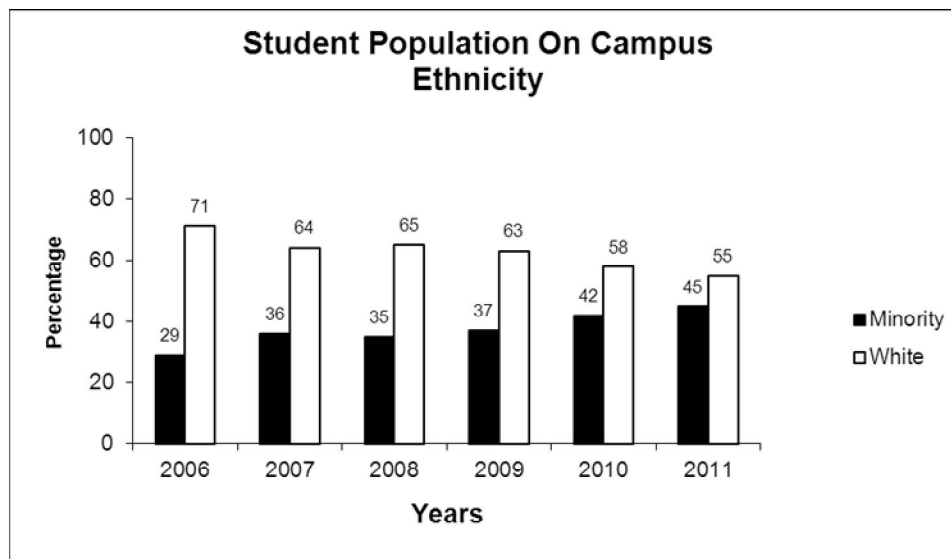
The population of KSD has fluctuated throughout the history of the school. In the 1960's and 1970's the population swelled due to a nationwide rubella epidemic. With the passage of PL 94-142, mandating more local options, the population on campus has slowly declined. During the last decade, KSD has expanded its outreach services to assist deaf and hard-of-hearing children enrolled in programs all across Kansas. In 2010-11 KSD served over 350 students throughout the state through its Auditory Training Unit program, Evaluation Services, and Consultations.



# Population Trends Over Time

## Disaggregated

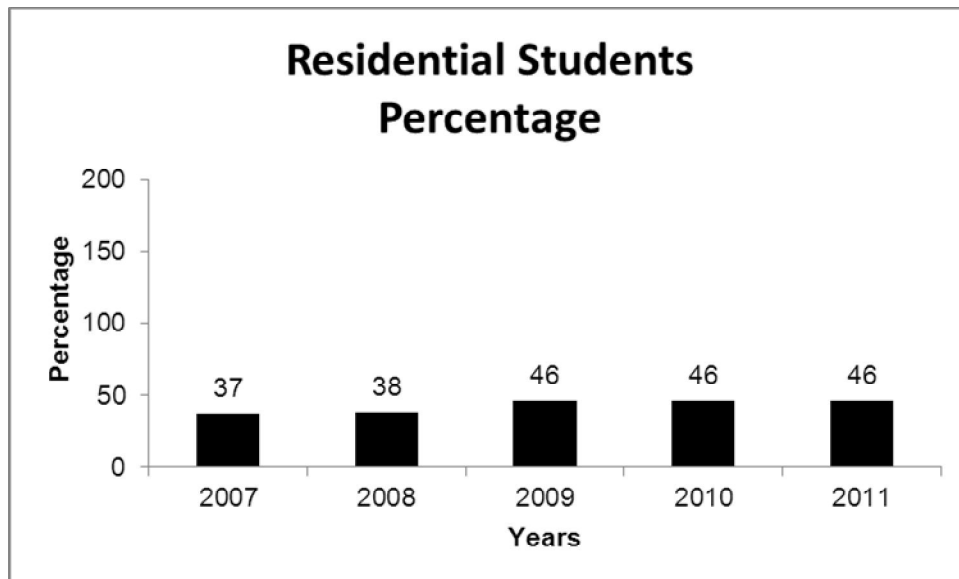
The population data was disaggregated for two different variables by *gender* and by *race/ethnicity*. Data is not disaggregated by socio-economic status since KSD cannot identify this group.



## Population Trends Over Time

### Residential Students

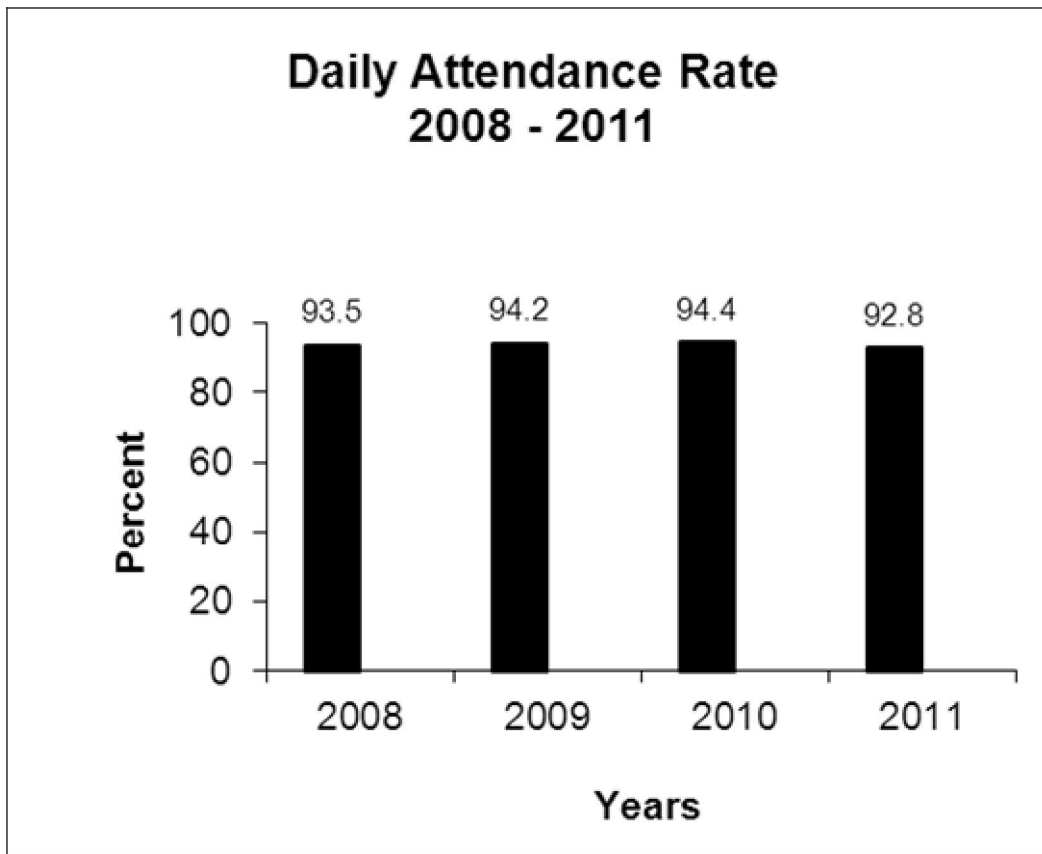
The following graph displays the percentage of residential students from 2006 through 2011. Some of our students stay full time in the dormitory (5 days a week) while others stay on a part time basis (1 – 4 days a week). Both groups of students were counted as being a residential student.



	2011
Full Time Residential Students	58
Part Time Residential Students	7

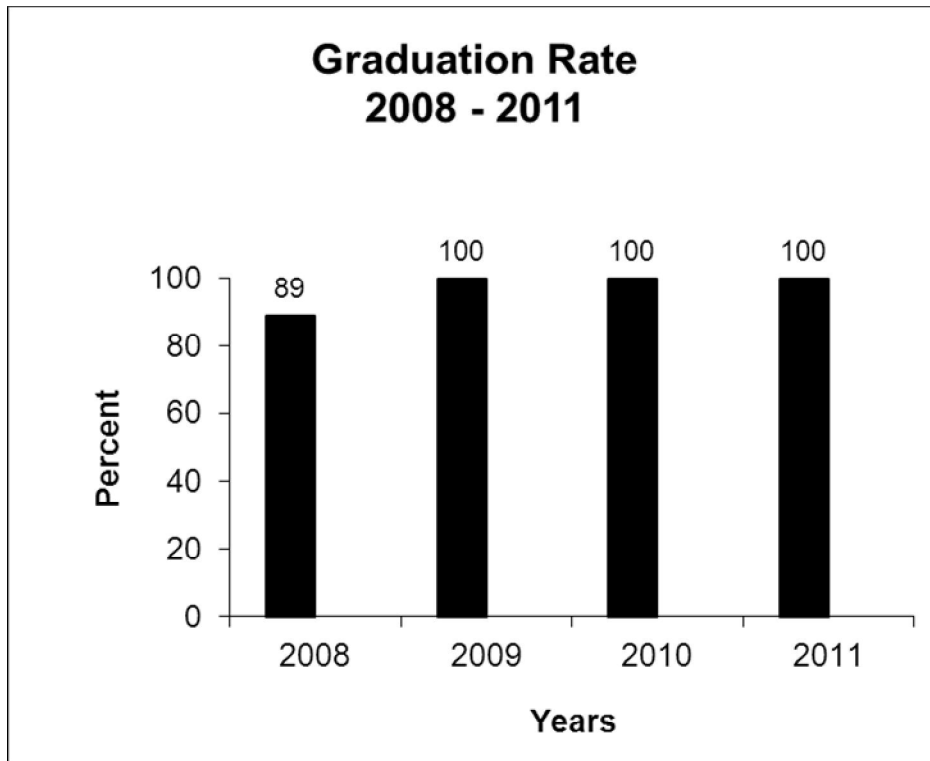
## Student Attendance

Attendance data from the Kansas School for the Deaf and is displayed below. As part of the No Child Left Behind Legislation, schools must have a 90% or higher attendance rate in order to make Adequate Yearly Progress (AYP).



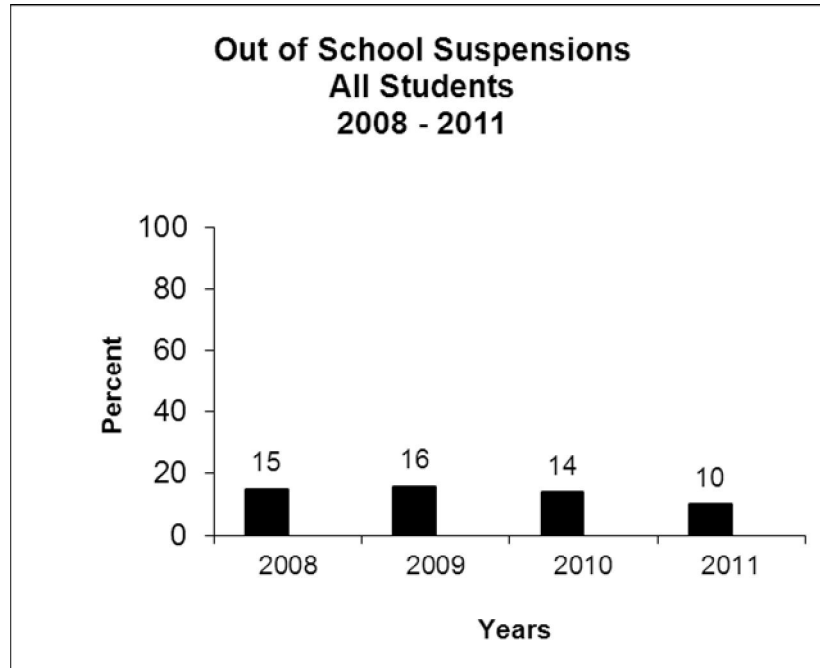
## Graduation Rate

The graph below displays the graduation rates for 2008 - 2011. As part of the No Child Left Behind Legislation, schools must have a 75% or higher graduation rate in order to make Adequate Yearly Progress (AYP).



## Student Suspensions

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 2008 through 2011.

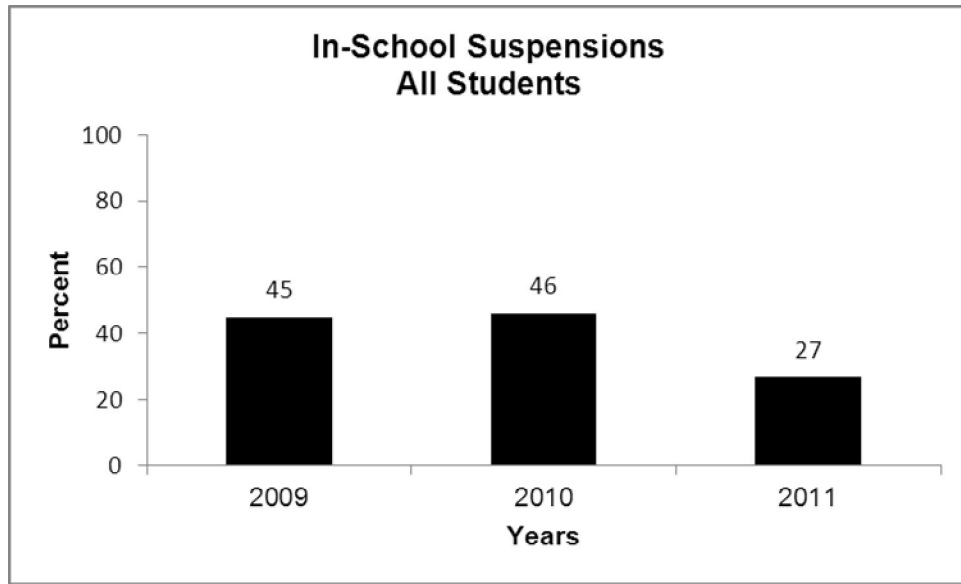


The following chart displays the breakdown of Out-Of-School Suspensions by Department for the years 2009 – 2011.

<b>DEPARTMENT</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Elementary</b>	6%	.02%	.03%
<b>Secondary</b>	23%	22%	15%

## Student Suspensions

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 2009 - 2011 school years. Collection procedures changed in 2008 so previous year's data is not included.



The following chart displays the breakdown of the In-School Suspensions by Department for the years 2009 - 2011.

	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Elementary</b>	6%	.02%	19%
<b>Secondary</b>	39%	46%	33%

## Mission and Vision

The Kansas School for the Deaf develops vision, mission, and belief 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.ksdeaf.org](http://www.ksdeaf.org) as well as in this profile document.

Our school's mission revolves 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 well as 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, developing a strong bilingual preschool program, and providing staffing for a birth to 3 program.

Our stated mission of educational excellence 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. In the summer of 2010 a committee of teachers and administrators attended the 21<sup>st</sup> Century Skills workshop to help identify future trends.

## **Mission and Vision**

Our mission/vision also defines our school as a resource for deaf education programs statewide. To support that vision, our leadership has supported a related services department which provides an outreach resource team whose mission is to provide services for parents and school districts throughout the state of Kansas. Services include providing workshops, comprehensive re-evaluations for students, a lending library on deafness 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. Parents and community members 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. During the fall of the 2011 school year, KSD will conduct a mission/vision review.

Our current Vision and Mission statement are listed below and on the following page.

### **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.*

# **Kansas School for the Deaf**

## **Mission and Belief Statement**

### *Total Accessibility to Language, Communication, and Educational Excellence in a Visual Environment*

#### **We believe that:**

- each student can and will learn and has the right to an academically rigorous and culturally rich environment.
- each student has the right to a safe and secure educational and residential environment.
- both American Sign Language and English are equally valued and that Deaf culture and heritage are an integral part of the total school program.

#### **The following objectives support the mission of the Kansas School for the Deaf.**

- Involve parents and families of deaf children as important participants in the educational process and strengthen their skills as contributors to communication, language, social and cognitive growth.
- Create a total educational environment including the school, residential facilities, and extracurricular programs with interdisciplinary teams planning for each student's social, emotional, academic, and physical development.
- Develop in each student fluency in both ASL and English, and through those languages, make accessible the same outcomes accessed by Kansas public school children.
- Help each student acquire the skills and interests necessary to function in each cultural group which the student identifies and to recognize and respect other cultures.
- Help each student develop the independence and critical thinking necessary to foster life-long learning.
- Expand career and vocational preparation, relevant to the changing nature of work.
- Extend and update, for educators and other professional staff, the professional competence and leadership excellence that are essential to quality education.
- Increase the Kansas School for the Deaf's leadership role in the community, including the promulgation of awareness of deafness, the delivery of services to persons who are deaf, and the development of community employment opportunities for the deaf.
- Provide services to deaf children with special needs, which focus on maximizing their individual potential.
- Continue to expand the capacity of the Kansas School for the Deaf to function as a resource center for all programs and agencies serving deaf and hard of hearing children in Kansas.

## **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 under QPA and complies with all state and federal regulations. In 2009, KSD also was accredited through AdvanED. The AdvancED accreditation will be in effect through 2014.

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 a written policy handbook through the HR department.

Annually, the Assistant Superintendent, School Improvement Coordinator, and the Director of Instruction and Curriculum review the state assessment results 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. Funding is provided for content area committees to meet in the summer and review pertinent data. The Assistant Superintendent and curriculum coordinator will conduct the review during the 2011-12 school year.

The school publishes an annual profile containing information on the seven AdvancED standards as well as student achievement data linked to the school improvement initiatives. The leadership team reviews the profile to monitor trends in student achievement.

## **Governance and Leadership**

KSD has an ongoing, teacher-led school improvement program. Teachers are selected for leadership roles in all areas of school improvement. A former classroom teacher is the school improvement coordinator, responsible for implementing the school improvement process school wide. All school improvement committees are predominately teachers. These committees are empowered by the administration to develop school improvement goals. Once the 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.

A school wide PLC (professional learning communities) program was implemented during the 2007-08 school year. The school day was extended 15 minutes Monday through Thursday to allow an early dismissal on Fridays. The PLC meets every other Friday and provides the forum for teacher-led collaboration which focuses on four components of student learning.

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.

Innovation is supported through a variety of grants and special programs. In 2008-10, the KSD Endowment Association provided classroom and dormitory grants for new projects and programs. During the 2010-11 school year, the Endowment Association supported the Accelerated Reader classroom incentive program by providing funds for individual teachers to be used in their classrooms and for the purchase of ten laptop computers for the secondary science lab.

## 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 have been aligned with the current Kansas State Standards by committees of teachers under the guidance of the curriculum coordinator. 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 performance which correlates to a number of factors including first language (ASL) strength and additional disabilities. In order to accommodate this wide range of performance, the curriculum department uses ESL curriculums and the KSD Life Skills curriculum which is based on the Kansas State Extended Standards. The use of multiple curriculums is intended to meet each student's individual needs. Curriculums will be reviewed and revised over the next several years as Kansas moves toward the Common Core Standards (CCS) in Reading and Mathematics.

During the fall of the 2008-09 school year, KSD completed its five-year AdvancED cycle. Starting in 2009-10, the school began the development of a new school improvement plan. School improvement committees in reading and math selected new target goals in the summer of 2010. After the goals were identified, research-based instructional strategies were selected as part of our new school improvement plan. The first phase of the plan was implemented during the 2010-11 school year.

## Teaching and Learning

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. To facilitate that knowledge, the school provides a two-year training program in bilingual education through the ASL/English Bilingual Professional Development project (AEBPD). This project is funded through the Targeted Improvement Plan (TIP). Participants go through an intensive, two-year training program on bilingual research and strategies. Most staff members have completed the two-year training program.

During the 2010-11 school year, the classroom teachers analyzed data from the previous year's assessments looking for both individual and department trends. This was done during inservice days and PLC meetings. The results will drive changes in curriculum and/or instructional strategies. Targeted indicators on the State Assessment were "unpacked" to provide a better understanding of the indicator and improve student performance.

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.

## Teaching and Learning

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 multiple computer stations as well as a comprehensive collection of print materials. Students are able to access the library at anytime during the day. Most classes have a weekly scheduled library time for the purpose of library skill instruction.

The school is equipped with three fully equipped computer labs, one in the Elementary department and two in the Secondary department. Students have access to the labs with their classes during the day for both computer keyboarding and applications. In addition to the three labs, the school maintains a Bilingual Multi-Media Room which 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 computer lab developed and staffed to help students with homework and other after school projects.

All classrooms 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 materials.

## 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, Star Reading and Math Assessments, AGS Math and Reading screening Assessments, and locally developed curriculum-based assessments are 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. Star Math is also a computer delivered, internal branching program which measures a wide range of math skills. Its primary use is to determine a student's zone of proximal development (ZPD) for the Accelerated Reading Program. It is also one of the pieces of data used for class placement. The Math Department has developed a number of curriculum-based summative assessments that are linked to our local curriculums and used as exit level and entry level tests.

## 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. 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.

Assessment results are shared with different stakeholders depending on the assessment. The Kansas State Assessment results are shared with the teachers and parents as soon as they are available. Teachers attend an annual data analysis workshop where the test results are analyzed for trends across grades and departments. The school improvement coordinator includes the results in the school profile during the summer. School wide results are also given to the AdvancED target goal committees which meet every summer. In addition the results are shared with the entire staff and reported to the Site Council/Advisory council the following fall.

The State Assessment data helps us to ascertain whether or not we have been successful in aligning our curriculum to the state standards and then how effectively we have delivered that curriculum to our students. In looking at the trend data from the state assessment, we can develop a clear picture of our strengths and weaknesses at the indicator level. That clear understanding is essential for developing effective school improvement initiatives.

## Documenting and Using Results

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).

One of the purposes of our new Professional Learning Communities is to focus on student data to spot trends and respond to interventions quickly. We began the PLCs in 2007-08 and have continued the program for the last three years. As more data becomes available electronically, we should be able to analyze trends in a timelier manner at the PLC meetings.

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 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 2011 Reading and Math Assessment results are included in the next two sections. Data is disaggregated whenever possible for a variety of factors: gender, ethnicity, access to early language, and preschool attendance.

# 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 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 and in viewing and signing American Sign Language the following assessments were used and reported on in this document.

- Kansas State Reading Assessment – Grades 3-8 and High School
- Visual Listening Assessment Tool (VLAT)
- Kendall Proficiency Level Assessment (P-Level)
- KSD Written English Assessment

## **Disaggregation**

Whenever the testing population was large enough, (at least 10 students per group), data was disaggregated for four different variables, by **gender**, by **race/ethnicity**, **early access to language**, and **attendance at the KSD preschool**. A student was considered to have early access to language if one or more of their parents were deaf or fluent in sign language at the time of their birth. In addition students who attended the Kansas School for the Deaf preschool were also grouped for disaggregation purposes. Data is not disaggregated by socio-economic status since KSD cannot identify this group.

# Kansas State Reading Assessment

## General Information

The Kansas Reading Assessment is an annual assessment based on the Kansas Curricular Standards for Reading. The Kansas Curricular Standards were developed by the Department of Education to assist schools in developing their reading curriculums.

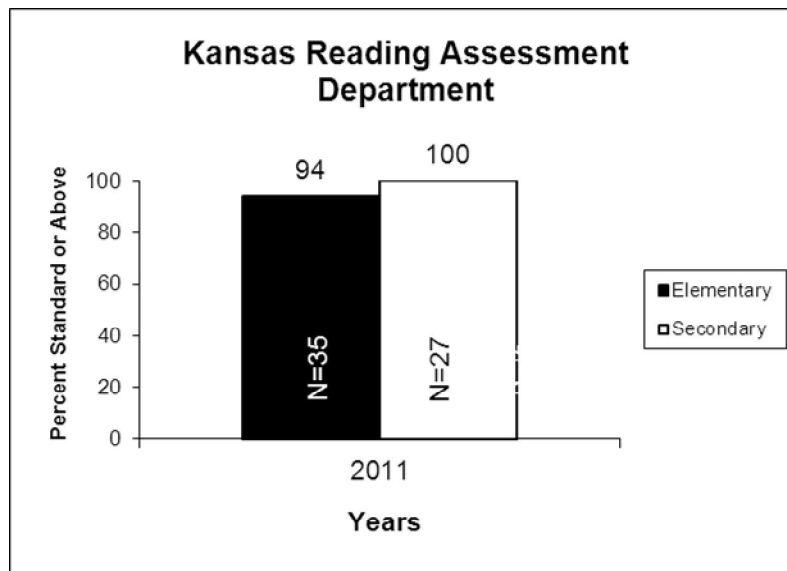
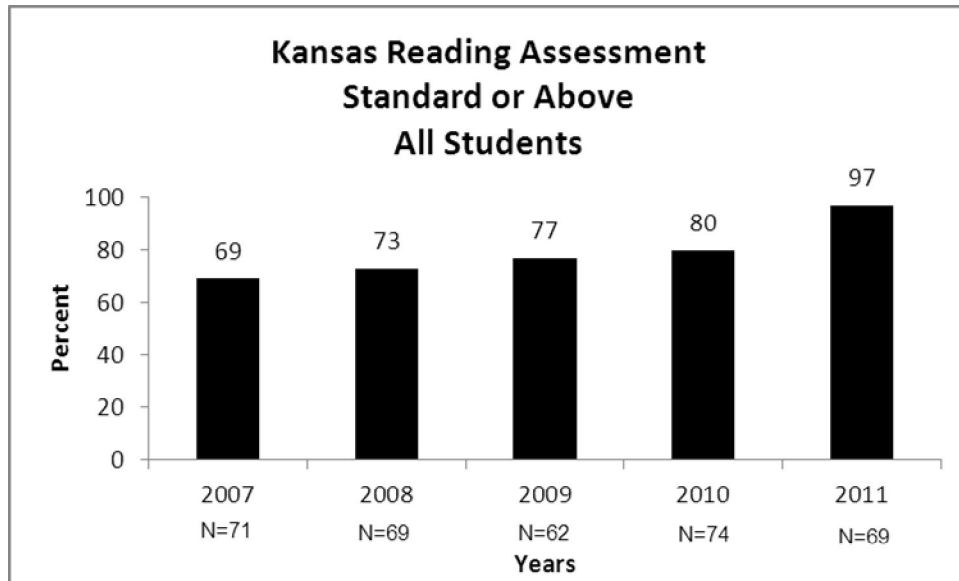
The State Reading Assessment is given to all students, grades 3 through 8, and the grade in high school, which is locally determined to be the student's "*End of opportunity to learn*". In 2016, sixty-nine students took the State Reading assessment. Reading Comprehension and Literary Skills are the major focus of the test. The assessment item format is multiple choice with four text types assessed at all tested grade levels: Narrative, Expository, Persuasive, and Technical.

The state has developed three assessment options, General, KAMM, and Alternate. The General and KAMM assessment measures indicators from the General Reading Standards. The KAMM assessment, while still measuring **grade level** objectives, provides students with additional supports (fewer choices, shorter passages). The Alternate Assessment measures indicators from the Extended Reading Standards. The decision as to which assessment is appropriate for each student is made by the IEP team. We graphed the state data from all three assessments, General, KAMM, and Alternate.

We graphed the students' data by **performance category** combining all three forms of the assessment. Based on their score, students are assigned one of five **performance categories**, Academic Warning, Approaching Standard, Standard, Exceeds Standard, or Exemplary. We graphed the percent of our students who scored *standard or above* on the assessment. This is the same data that is used by the state of Kansas to compute AYP (Adequate Yearly Progress). Our goal by 2014 is to have 100% of our students scoring at standard or above on both the Reading and Math assessments.

# Kansas State Reading Assessment 2011 Results

The following graphs show the percentage of students who were classified as Standard or above on the 2011 State Reading assessment. The data includes students who were classified as Standard, Exceeds Standard, and Exemplary. These graphs include all three assessments, General, KAMM, and Alternate.



# Kansas State Reading Assessment

## 2011 Disaggregation

These graphs represent the number of students who scored standard or above on the 2011 General, KAMM, and Alternate Assessment. The scores are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and Preschool Attendance.*

	White	Minority
2009	85%	71%
2010	80%	81%
2011	94% N= 34	100% N= 35

	Male	Female
2009	85%	75%
2010	81%	90%
2011	100% N=30	95% N=39

	Early Access to Language	Late Access to Language
2009	83%	80%
2010	86%	79%
2011	94% N=16	98% N=53

	Attended KSD Preschool	Did not attend KSD Preschool
2009	No Data	No Data
2010	83%	79%
2011	95% N=19	98% N=50

# **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. The students are given the VLAT every three years as part of their Comprehensive Evaluation.

### **VLAT Testing Procedures**

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

# KSD Visual Listening Assessment (VLAT)

## General Information

### The VLAT data was graphed in two ways:

1. The data was graphed by the average gap above or below the student's grade. If a student was in fifth grade and their VLAT level was 4<sup>th</sup> grade they would have a one year gap or -1. If the student was in 7<sup>th</sup> grade and their VLAT level was 8, they would be one year ahead or +1.
2. We looked at the data in a second way. We graphed the percent of students whose VLAT levels were at or above their grade level.

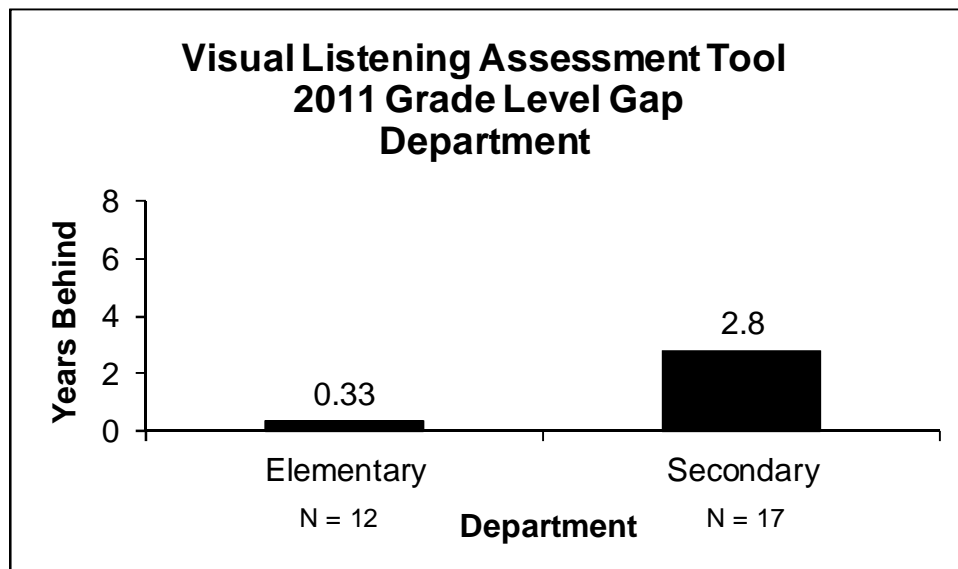
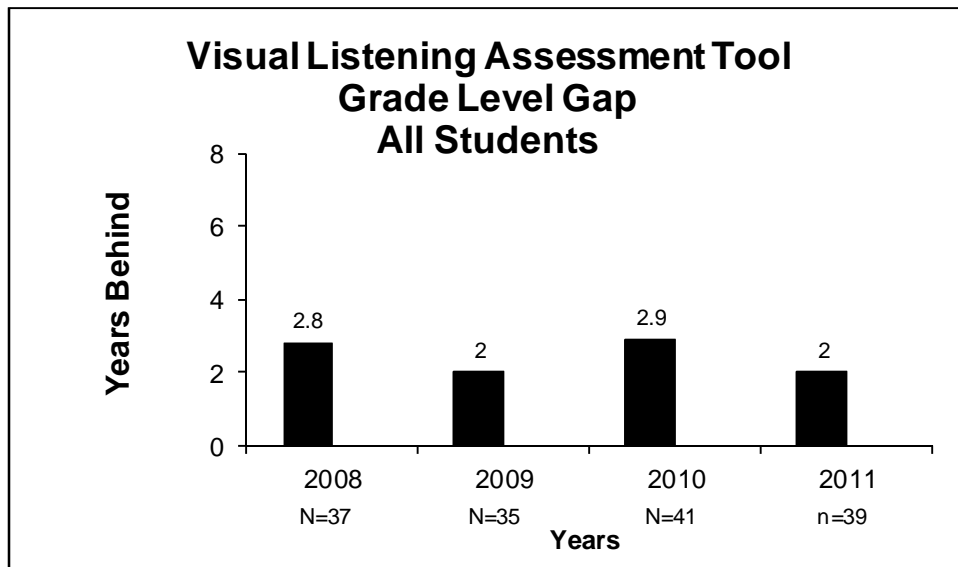
### Disaggregation

Whenever the testing population was large enough, (at least 10 students per group), data was disaggregated for four different variables, by *gender*, by *race/ethnicity*, *early access to language*, and *attendance at the KSD preschool*. A student was considered to have early access to language if one or more of their parents were deaf or fluent in sign language at the time of their birth. In addition students who attended the Kansas School for the Deaf preschool were also grouped for disaggregation purposes. Data is not disaggregated by socio-economic status since KSD cannot identify this group.

# Visual Listening Assessment

## 2011 Results

These graphs represent a comparison of our student's chronological grade levels and their receptive ASL skills as measured by the Visual Listening Assessment (VLAT). While some of our students receptive ASL skills are at or above their chronological grade level, on **average** our students receptive skills fall behind their grade level. Not all students are tested annually. Current protocol calls for testing each student every 3 years – so year-to-year comparisons are not valid.



# Visual Listening Assessment

## 2011 Results

These graphs represent the average grade-level gap of students on the 2010 and 2011 Visual Listening Assessment (VLAT). The results are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and attendance at KSD Preschool*. An Early Access to Language student is defined as a student that has one or more deaf parents.

	White	Minority
2010	- 2.2 N= 22	-3.4 N=19
2011	-1.8 N= 20	-2.3 N=19

	Male	Female
2010	-3.3 N = 18	-2.6 N = 23
2011	-2.4 N = 12	-1.7 N = 27

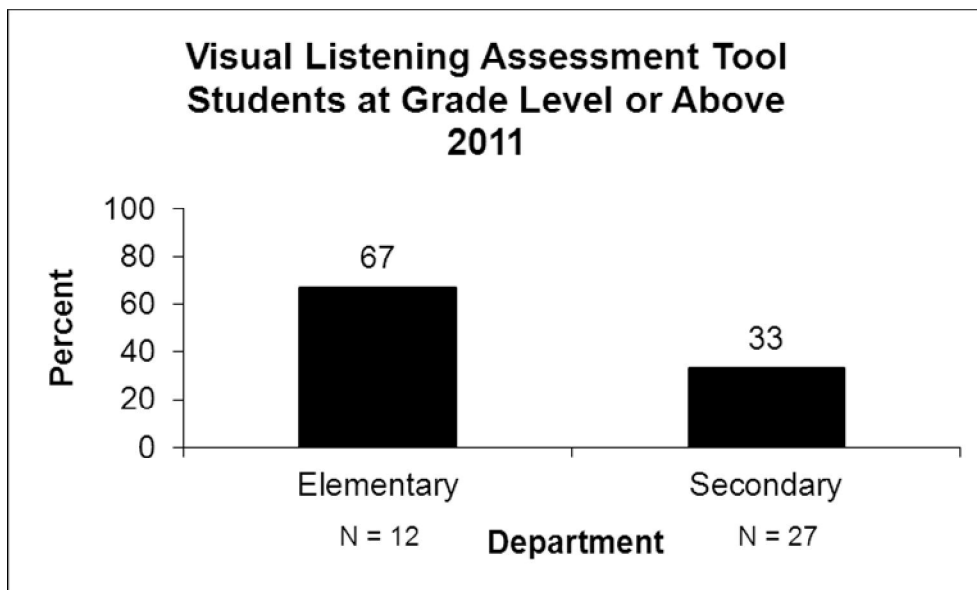
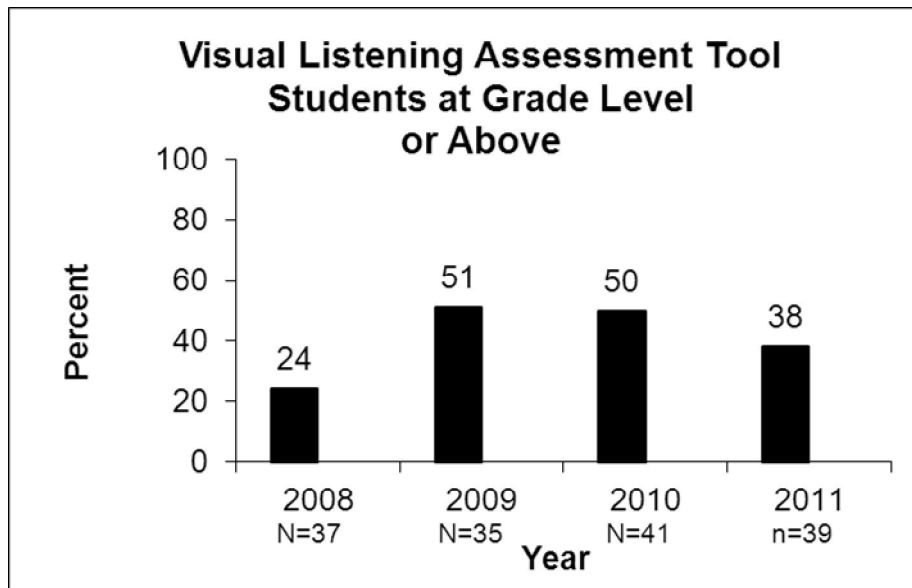
	Early Access to Language	Late Access to Language
2010	+ 1 N = 13	-3.8 N = 28
2011	-.4 N = 12	-2.7 N = 27

	Attended KSD Preschool	Did not attend KSD Preschool
2010	0 N = 12	-4.4 N = 29
2011	Not a Sufficient Number to Disaggregate	

# Visual Listening Assessment Tool

## 2011 Results

These graphs represent a comparison of our student's chronological grade levels and their receptive ASL skills as measured by the Visual Listening Assessment (VLAT). These graphs represent the percentage of our students whose receptive ASL skills are at or above their chronological grade level. Not all students are tested annually Current protocol calls for testing each student every 3 years – so year-to-year comparisons are not valid.



# Visual Listening Assessment Tool

## 2011 Results

These graphs represent the percent of students at their grade level or above on the 2011 VLAT Assessment. The results are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and Preschool Attendance*. An Early Access to Language student is defined as a student that has one or more deaf parents.

	Early Access to Language	Late Access to Language
2010	59%	35%
2010	77%	36%
	N = 21	N = 20
	N = 12	N = 28
2011	37%	40%
2011	58%	30%
	N = 19	N = 20
	N = 12	N = 27

	Male	Female
	Attended KSD Preschool	Did not attend KSD Preschool
2010	68%	68%
	N = 18	N = 23
2010	67%	41%
	33%	44%
2011	N = 12	N = 29
	N = 12	N = 227
2011	Not a big enough subgroup to disaggregate	

# Kendall Conversational Proficiency Levels (P-Levels)

## General Information

The Kendall Conversational Proficiency Levels (P-Levels) 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 across various settings, such as the hallway, cafeteria, and classroom. Students are given a rating on a scale from 0 – 7. The first 5 levels of the scale reflect the student's competencies in basic interpersonal communication skills, otherwise known as **social language**, a pre-requisite for decontextualized learning. Levels 6 and 7 represents the student's cognitive **academic language** proficiency. In order to fully access an academic curriculum, students need to reach level 7.

The P-Levels scale includes eight number paragraphs that summarize what a child should be able to do at progressively more proficient levels of language development. These paragraphs, representing points on the scale, describe communicative competency from birth to a mature level of development, with levels ranging from 0, the first level to Level 7, the highest level typically reached during the onset of adolescence.

### **P-Level Testing Procedures**

A team of examiners from the bilingual department determines a child's placement on the P-Level scale by answering sets of yes/no questions – criteria questions- about the child's language knowledge and behavior based on empirical findings. Examples of empirical observations include a videotaped conversation between the student and an examiner, classroom observations, observations of classroom teachers, staff and/or parents in natural environments (i.e. cafeteria, dormitory, home and hallway), and/or the student's self-description of their own ability.

# Kendall Conversational Proficiency Levels (P-Levels)

## General Information

### The P-Level data was graphed in two ways:

1. The data was graphed by the average gap above or below the student's grade. If a student was in fifth grade and their P-level was 4 their gap was recorded as -1. If the student was in the fourth grade and their P-level was 5, their gap was recorded as +1.

Gaps were computed for students in 8<sup>th</sup> through 12<sup>th</sup> grade by comparing their P-Level with the number 7, the highest possible level. For example, if a student was in the 12<sup>th</sup> grade with a P-Level of 6 the gap would be determined by subtracting 7 from 6 which would equal a -1. If a student was in the 10<sup>th</sup> grade and their P-Level had topped out at 7 they were categorized as having no gap ( $7 - 7 = 0$ ).

2. We looked at the data in a second way. We graphed the percent of students whose P-levels were at or above their grade level. As stated above, any student earning a P-Level of 7 would be considered at grade level regardless of the actual grade they were enrolled in since 7 is the highest possible level.

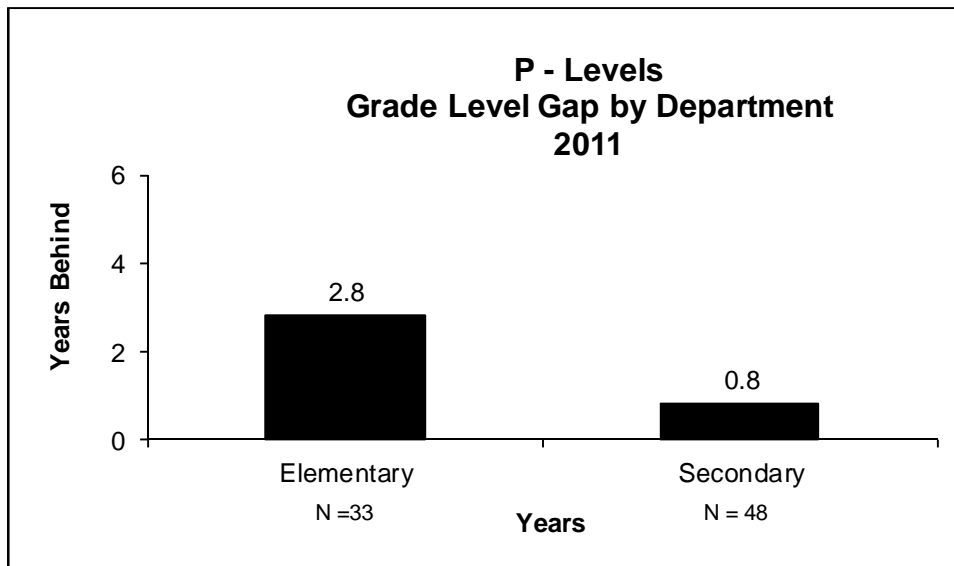
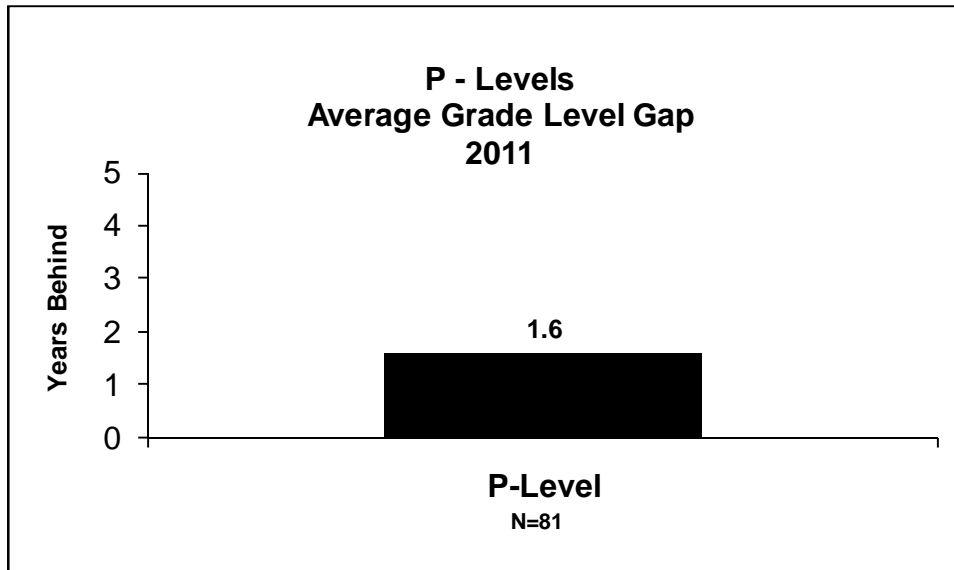
### Disaggregation

Whenever the testing population was large enough, (at least 10 students per group), data was disaggregated for four different variables, by *gender*, by *race/ethnicity*, *early access to language*, and *attendance at the KSD preschool*. A student was considered to have early access to language if one or more of their parents were deaf or fluent in sign language at the time of their birth. In addition students who attended the Kansas School for the Deaf preschool were also grouped for disaggregation purposes. Data is not disaggregated by socio-economic status since KSD cannot identify this group.

# Kendall Proficiency Level Assessment

## 2011 Results

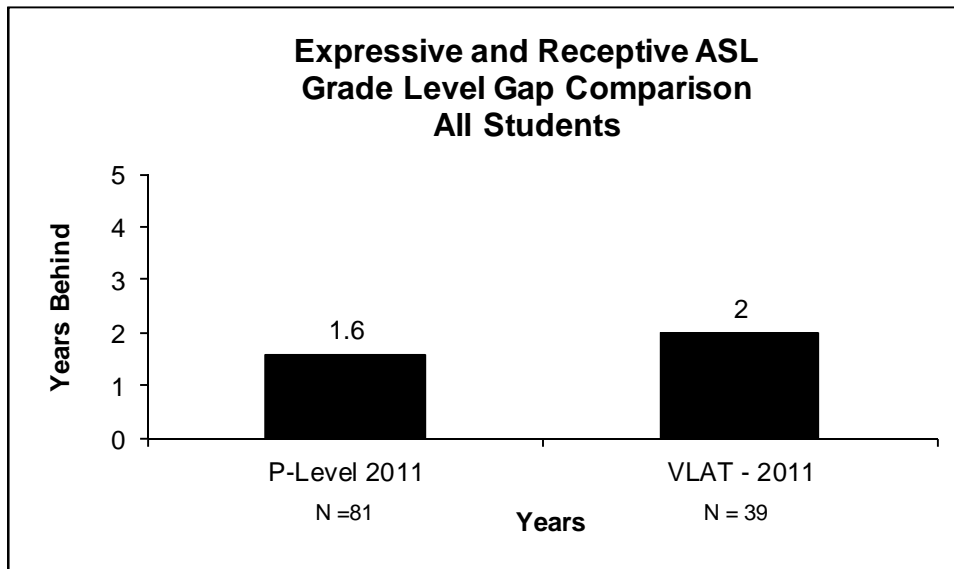
These graphs represent a comparison of our student's chronological grade levels and their expressive ASL/Oral skills as measured by the Kendall Proficiency Level Assessment (P-Level). While some of our students expressive ASL/Oral skills are at or above their chronological grade level, on **average** our students expressive skills fall behind their grade level.



# Kendall Proficiency Level Assessment

## 2011 Results

This graph shows a comparison of the gap between a student's chronological grade and expressive and receptive language skills. The P-Level refers to the student's expressive ASL/Oral language. The VLAT refers to the student's receptive ASL.



# Kendall Proficiency Level Assessment

## 2011 Results

These graphs represent the average grade-level gap of students on the 2011 Kendall Proficiency Level Assessment (P-Level). The results are disaggregated by ***Department, Gender, Ethnicity, Early Access to Language, and attendance at KSD Preschool.*** An Early Access to Language student is defined as a student that has one or more deaf parents.

	White	Minority
2011	-1.1 N= 40	-2.2 N=41

	Male	Female
2011	-2.2 N = 39	-1.2 N = 42

	Early Access to Language	Late Access to Language
2011	-.9 N = 13	-1.8 N = 68

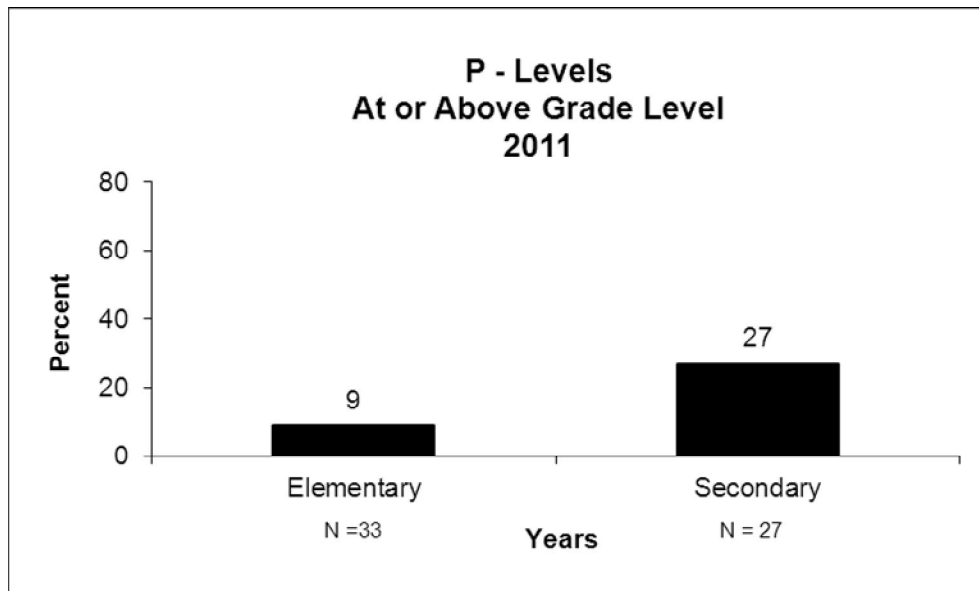
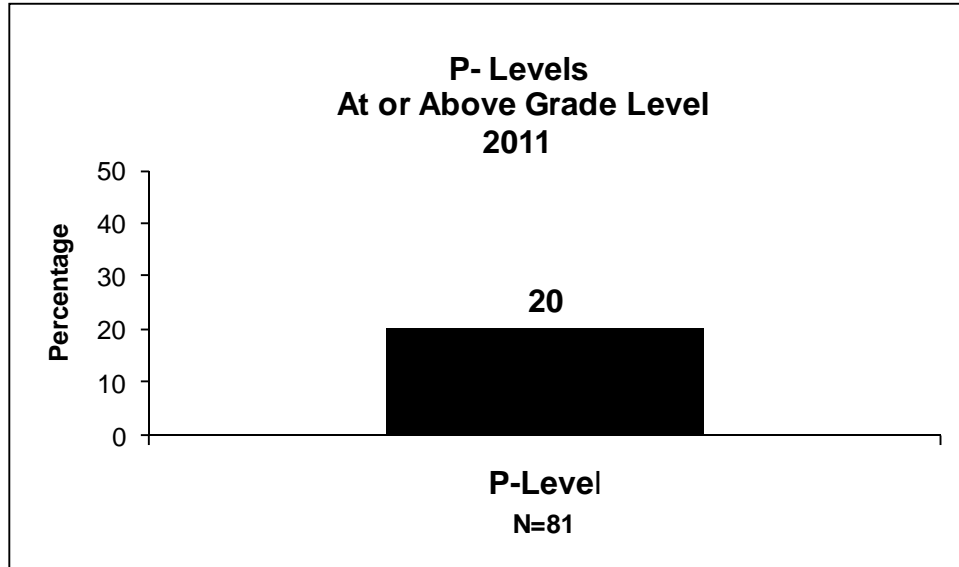
	Attended KSD Preschool	Did not attend KSD Preschool
2011	-3.1 N = 15	-1.3 N = 66

These graphs represent a comparison of disaggregated group's chronological grade levels and their expressive ASL/Oral skills as measured by the Kendall Proficiency Level Assessment (P-Level). The scores indicate the gap between actual performance and the chronological grade level. For example: On the P- Level assessment, the male students average 2.2 years behind their chronological grade level.

# Kendall Proficiency Level Assessment

## 2011 Results

These graphs represent a comparison of our student's chronological grade levels and their expressive ASL/Oral skills as measured by the Kendall Proficiency Level Assessment (P-Level). These graphs represent the percentage of our students whose expressive ASL/Oral skills are at or above their chronological grade level.



# Kendall Proficiency Level Assessment

## 2011 Results

These graphs represent the percentage of students on the 2011 Kendall Proficiency Level Assessment (P-Level) that scored at grade level or above. The results are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and attendance at KSD Preschool*. An Early Access to Language student is defined as a student that has one or more deaf parents.

	White	Minority
2011	23%	17%
	N= 40	N=41

	Male	Female
2011	18%	21%
	N = 39	N = 42

	Early Access to Language	Late Access to Language
2011	38%	16%
	N = 13	N = 68

	Attended KSD Preschool	Did not attend KSD Preschool
2011	7%	23%
	N = 15	N = 66

These graphs represent a comparison of disaggregated group's chronological grade levels and their expressive ASL/Oral skills as measured by the Kendall Proficiency Level Assessment (P-Level). The scores indicate the percentage of students at grade level or above on the P-Level assessment. For example, 18 percent of the male students scored at their grade level or above on the P-Level assessment.

# **Kansas School for the Deaf**

## **Written English Assessment**

The Kansas School for the Deaf assesses our students annually on their written English using the six-trait writing rubric. The six traits assessed are:

- Ideas
- Organization
- Voice
- Word Choice
- Fluency
- Conventions

Students produce a writing sample which is scored by a committee of teachers using a rubric. The committee assigns each student a rating from 1 – 5 for each of the six traits.

The sample consists of several prompts that the student can select. The students in grades 1 – 3 write a descriptive sample, students in grades 4 – 5 a narrative sample, students in grades 6 – 8 an expository sample, and students in grades 9 – 12 a persuasive sample.

### **Written English Assessment Results**

The results are displayed in this document as the average score on each of the six traits. Trend data from 2008 and 2009 is included.

# Kansas School for the Deaf

## Written English Assessment

This table represents the average score on the writing rubric for each of the six writing traits on the 2010 Writing Assessment. The results from 2008 – 2010 are displayed.

	<b>2008</b> N = 78	<b>2009</b> N = 70	<b>2010</b> N = 101	<b>2011</b>
<b>Ideas</b>	2.4	2.6	2.9	2.8
<b>Organization</b>	2.5	2.6	3.0	2.6
<b>Voice</b>	2.3	2.5	2.7	2.6
<b>Word Choice</b>	2.5	2.6	2.8	2.7
<b>Fluency</b>	2.1	2.4	2.5	2.5
<b>Conventions</b>	2.7	2.7	2.8	2.7

# Kansas School for the Deaf

## Written English Assessment

These graphs represent the average score on the writing rubric for each of the six writing traits on the 2010 Writing Assessment. The results are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and Preschool*

	<b>White</b> N = 63	<b>Minority</b> N = 38		<b>Boys</b> N = 46	<b>Girls</b> N = 55
<b>Ideas</b>	2.9	2.5		2.8	2.9
<b>Organization</b>	2.8	2.3		2.7	2.8
<b>Voice</b>	2.8	2.3		2.6	2.8
<b>Word Choice</b>	2.8	2.5		2.8	2.8
<b>Fluency</b>	2.7	2.2		2.5	2.8
<b>Conventions</b>	2.9	2.3		2.8	2.8

# Kansas School for the Deaf

## Written English Assessment

These graphs represent the average score on the writing rubric for each of the six writing traits on the 2010 Writing Assessment. The results are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and Preschool*

	<b>Early Access to Language</b>  N = 21	<b>Late Access to Language</b>  N = 80		<b>Attended KSD Preschool</b>  N = 27	<b>Did not Attend KSD Preschool</b>  N = 74
<b>Ideas</b>	3.0	2.8		2.8	3.0
<b>Organization</b>	3.0	2.7		2.7	2.7
<b>Voice</b>	2.8	2.7		2.6	2.7
<b>Word Choice</b>	2.8	2.8		2.7	2.8
<b>Fluency</b>	2.8	2.4		2.4	2.5
<b>Conventions</b>	2.8	2.8		2.7	2.9

## Mathematics Results

The emphasis in mathematics has shifted from rote computation to 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 problem solving, literacy 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 Math Assessment – Grades 3 – 8 and 10th
- Measures of Academic Progress (MAP)
- Local Assessments
  - KSD End of the Level Assessment
  - AGS Mathematics Assessment
  - KSD Consumer Math Assessment

### **Disaggregation**

Whenever the testing population was large enough, (at least 10 students per group), data was disaggregated for four different variables, by **gender**, by **race/ethnicity**, **early access to language**, and **attendance at the KSD preschool**. A student was considered to have early access to language if one or more of their parents were deaf or fluent in sign language at the time of their birth. In addition students who attended the Kansas School for the Deaf preschool were also grouped for disaggregation purposes. Data is not disaggregated by socio-economic status since KSD cannot identify this group.

# Kansas State Mathematics Assessment

## General Information

The Kansas Mathematics Assessment is an annual assessment based on the Kansas Curricular Standards for Mathematics. The Kansas Curricular Standards were developed by the Department of Education to assist schools in developing their mathematics curriculums.

The State Mathematics Assessment is given to all students in grades 3 through 8 and one grade in high school, which is locally determined to be the student's "*End of opportunity to learn*". The assessment covers four areas, Number and Computation, Algebra, Geometry, and Data. Some test items are knowledge based (performing computations and procedures) while others are application based (applying the knowledge to solve problems).

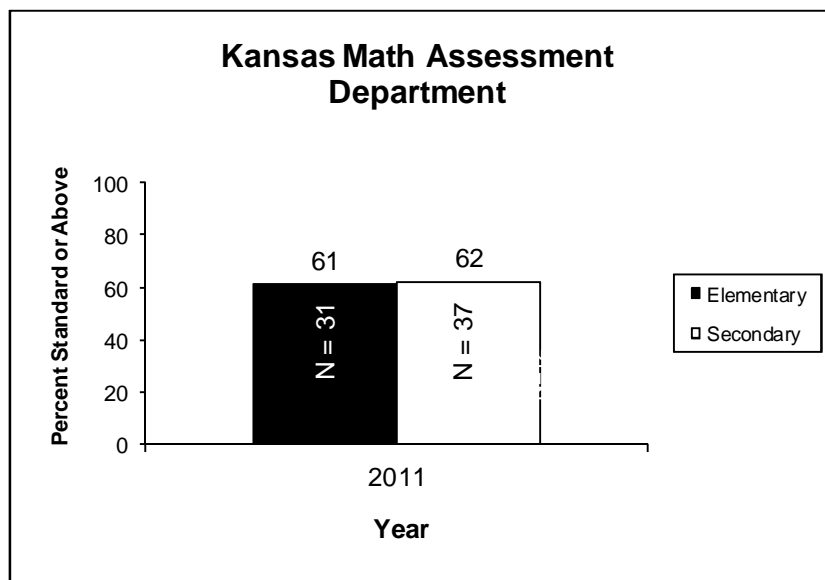
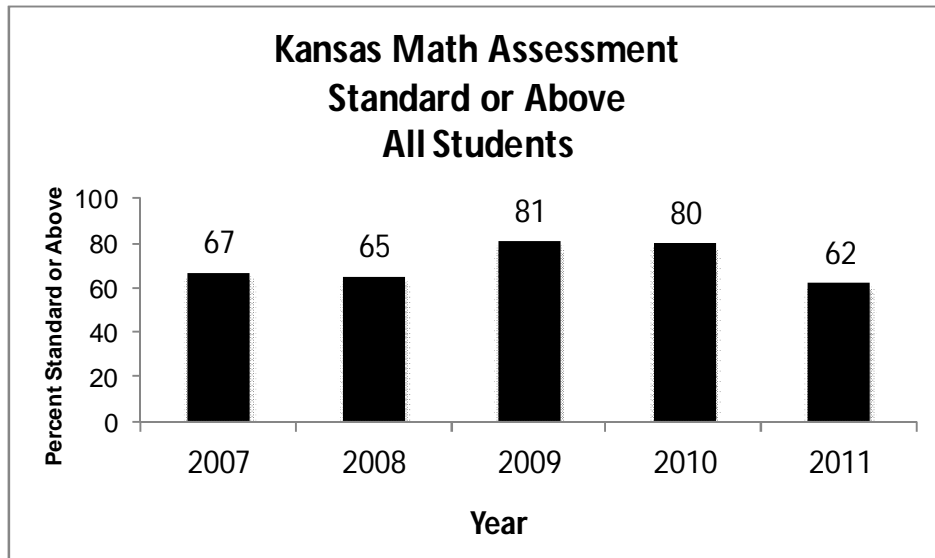
The state has developed three assessment options, General, KAMM, and Alternate. The General and KAMM assessment measures indicators from the General Mathematics Standards. The KAMM assessment, while still measuring grade level objectives, provides students with additional supports (fewer choices, shorter passages). The Alternate Assessment measures indicators from the Alternate Mathematics Standards. The decision as to which assessment is appropriate is made by the IEP team.

We graphed the students' data by **performance category** combining all three forms of the assessment. Based on their score, students are assigned one of five **performance categories**, Academic Warning, Approaching Standard, Standard, Exceeds Standard, or Exemplary. We graphed the percent of our students who scored *standard or above* on the assessment. This is the same data that is used by the state of Kansas to compute AYP (Adequate Yearly Progress). Our goal by 2014 is to have 100% of our students scoring at standard or above. In 2010, 62% of our students scored standard or above on the state math assessment. We did not achieve AYP in 2010.

# Kansas State Mathematics Assessment

## 2011 Results

The following graphs show the percentage of students who were classified as *standard or above* on the 2011 State Math assessment. The data includes students who were classified as either Standard, Exceeds Standard, or Exemplary. These graphs include all three assessments, General, KAMM, and Alternate for both the Elementary and Secondary departments.



## 2011 Results Disaggregation

These graphs represent the percentage of students who scored standard or above on the 2011 General, KAMM, and Alternate Assessment. The scores are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and Preschool Attendance*.

	White	Minority
2009	85%	71%
2010	72% N=45	84% N=29
2011	68% N=34	56% N=34

	Male	Female
2009	85%	75%
2010	82% N = 39	77% N = 35
2011	68% N=31	73% N=37

**Kansas State Mathematics Assessment**  
**2011 Results**  
**Disaggregation**

These graphs represent the percentage of students who scored standard or above on the 2010 General, KAMM, and Alternate Assessment. The scores are disaggregated by *Department, Gender, Ethnicity, Early Access to Language, and Preschool Attendance*.

	Early Access to Language	Late Access to Language
2009	83%	80%
2010	73% N = 15	81% N = 59
2011	71% N=17	59% N=51

	Attended KSD Preschool	Did not attend KSD Preschool
2009	No Data	No Data
2010	83% N = 18	79% N = 56
2011	56% N=18	64% N=50

# **Local Curriculum Based Assessments**

## **General Information**

Several Math Assessments are given locally to our students on an annual basis. These are criterion referenced assessments which provide us with information on students' specific strengths and weaknesses. Many of the assessments were developed by the KSD Math Department and are aligned to the Kansas Standards.

### **End of the Level Test**

The End of the Level test is given to students in the third through eighth grades. It was developed by the KSD Math Department and is aligned to the Kansas Math Standards. It is a criterion referenced test and provides information on student progress on each standard as well as specific strengths and weaknesses for each standard. It is given at the student's instructional level.

### **AGS Assessment**

The AGS Assessment is a commercially produced mathematics assessment which provides information on the following skill areas:

Addition and Subtraction

Multiplication and Division

Operations with Fraction

Operations with Decimals

Algebra

Word Problems

Concepts and Communication

The AGS Assessment was given in the spring at the High School Level to assess to strengths and weaknesses of our students in the above skill areas.

# Local Curriculum Based Assessments

## General Information

### Secondary Computation Assessment

The Secondary Computation Assessment is a locally developed assessment that measures computation skills across all math classes. It is given to secondary students in the spring. It provides information on the following skill areas:

Number Sense and Concepts

Number Computation

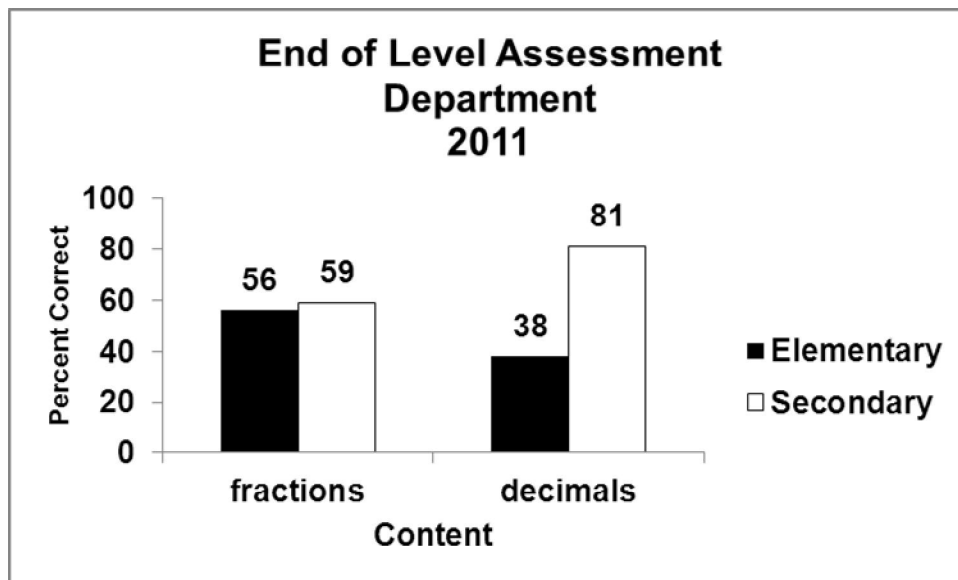
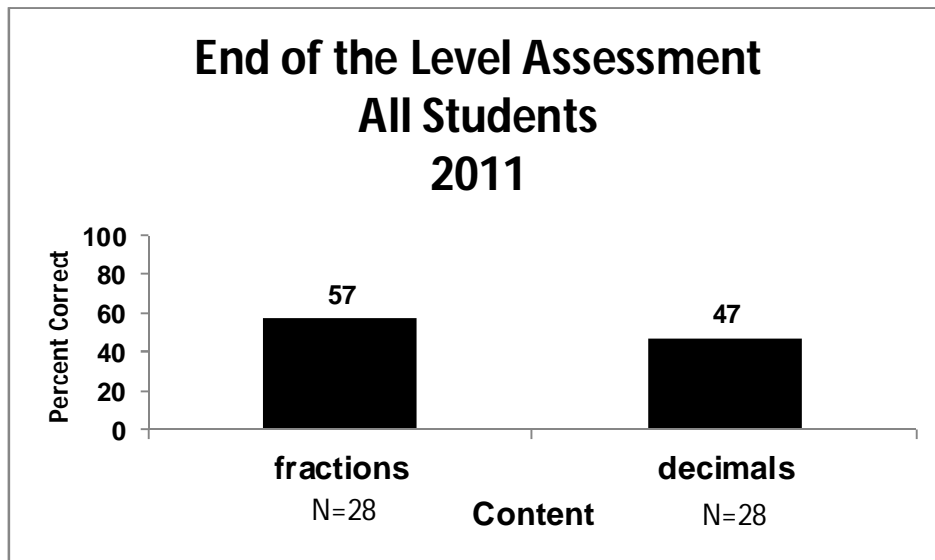
The local assessments were given to our students in order to assess the progress of our students through the math curriculum. Weak areas were identified and will be addressed as part of the school improvement process.

### ***Disaggregation***

Whenever the testing population was large enough, (at least 10 students per group), data was disaggregated for four different variables, by ***gender***, by ***race/ethnicity***, ***early access to language, and attendance at the KSD preschool***. A student was considered to have early access to language if one or more of their parents were deaf or fluent in sign language at the time of their birth. In addition students who attended the Kansas School for the Deaf preschool were also grouped for disaggregation purposes. Data is not disaggregated by socio-economic status since KSD cannot identify this group.

## End of the Level Assessment 2011 Results

This graph represents the average score for the fraction and decimal subtests on the End of the Level Test. The test was given to students in grades 3 through 8 in the spring of the year.



## End of the Level Assessment

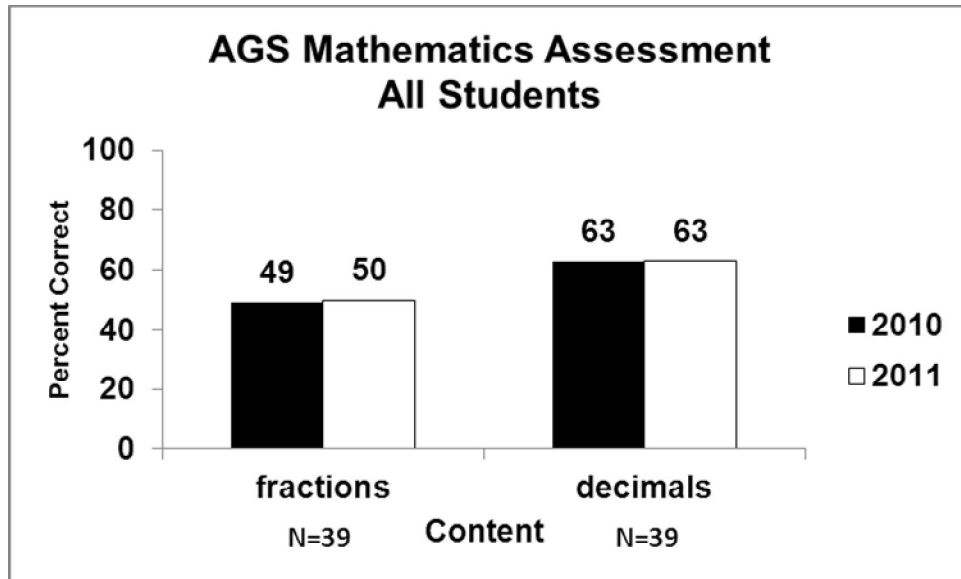
## 2011 Results Dissagregation

This table represents the percent correct on the fractions and decimals subtest of the 2011 End of the Level Assessment. The scores are disaggregated by *Gender*, *Ethnicity*, and *Early Access to Language*.

	Fractions	Decimals
<b>Gender</b>		
Males N=14	56%	46%
Females N=14	57%	49%
<b>Ethnicity</b>		
Minority N=13	63%	49%
White N=15	51%	46%
<b>Access to Language</b>		
Early N=11	71%	63%
Late N=17	47%	38%

## AGS Math Assessment 2011 Results

This graph displays the results of the 2011 AGS Assessment that was given to High School students in the spring of the year.



# AGS Mathematics Assessment

## 2011 Results

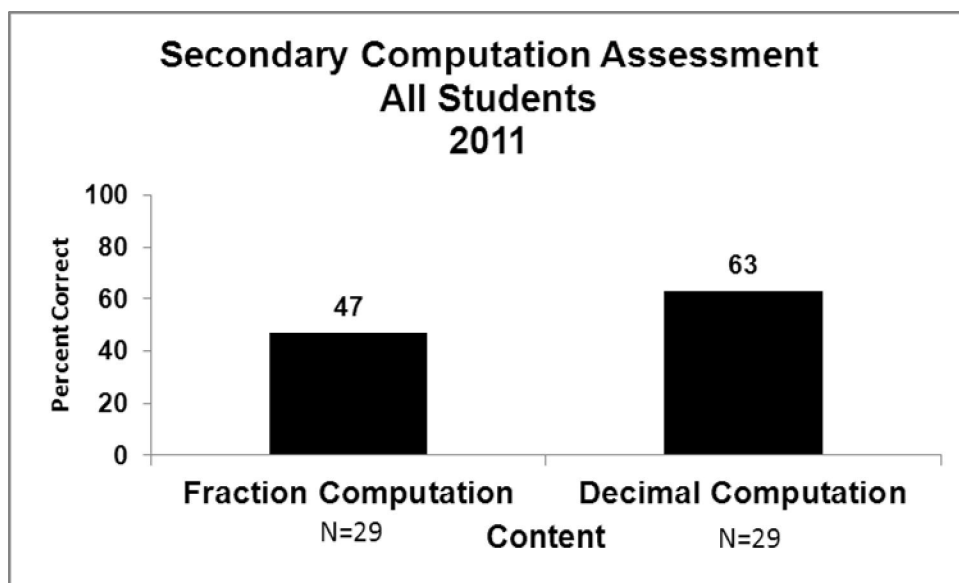
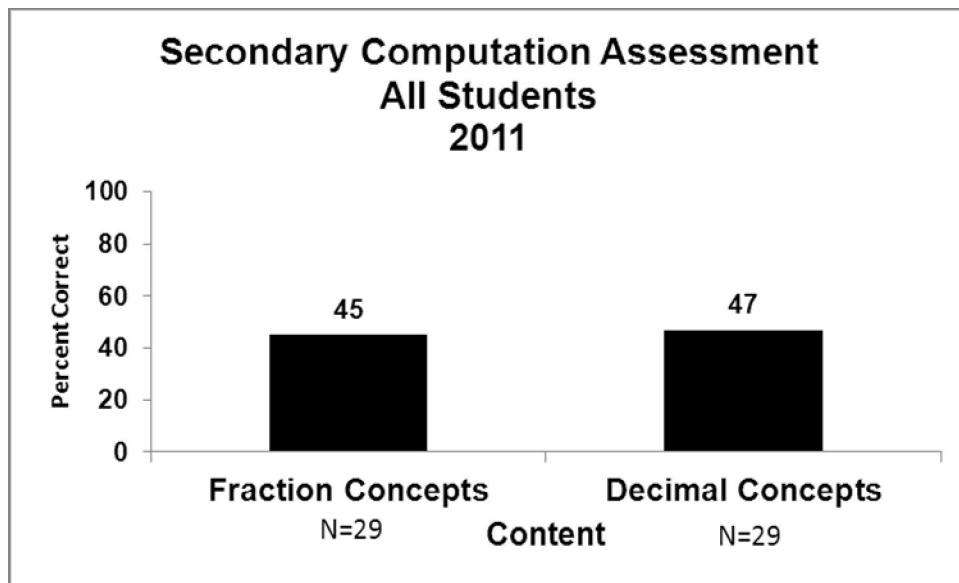
### Dissagregation

This table represents the percent correct on the fractions and decimals subtest of the 2011 AGS Assessment. The scores are disaggregated by *Gender, Ethnicity, and Early Access to Language*.

	Fractions	Decimals
<b>Gender</b>		
Males N=16	51%	62%
Females N=23	49%	63%
<b>Ethnicity</b>		
Minority N=14	49%	61%
White N=25	51%	57%
<b>Access to Language</b>		
Early N=12	65%	69%
Late N=27	43%	60%

## Secondary Computation Assessment 2011 Results

This graph represents the average score for the fraction and decimal subtests on the Secondary Computation Assessment. The test was given to secondary students in the spring of the year.



**Secondary Computation Assessment**  
**2011 Results**  
**Dissagregation**

This table represents the percent correct on the fractions and decimals subtest of the 2011 Secondary Computation Assessment. The scores are disaggregated by *Gender* only. There were not enough students to disaggregate by other factors.

	<b>Fraction Concepts</b>	<b>Decimal Concepts</b>	<b>Fraction Computation</b>	<b>Decimal Computation</b>
<b>Gender</b>				
<b>Males</b> N=11	40%	43%	46%	80%
<b>Females</b> N=18	48%	50%	48%	52%

## **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 state wide.

Seventy-one percent of our teachers in the Elementary department and 90% of our teachers in the secondary department are fully licensed by 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. Those teacher not fully licensed have provisional licenses and are working toward full licensure.

On July 1, 2008, the Kansas Performance Accreditation program was discontinued and replaced by a year-long, school-administered induction and mentoring program. KSD initiated this mentoring program during the 2008-09 school year.

Our school has a professional development council which monitors staff development. This plan is monitored by their supervisor and supports both the district plan and individual needs.

## 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 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, and campus evacuation. 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. A pager 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.

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 full-time transition coordinator who begins working with the students in the sixth grade. This coordinator works with the students to ease the transition from elementary to secondary and from high school to a college or a career.

The school also has set up a Career Center where students go to explore their interests and align those interests with a career. The Career Center offers information with job searches, senior portfolios, career planning, college searches and scholarships, job coaching, and interviewing skills. The Center also provides support to local businesses for accommodations needed to work with deaf and hard of hearing students.

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/Site 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.

Grades and progress reports are sent home quarterly. Electronically parents can access our school's website which contains information on departments, programs, and activities. During the 2009-10 school year, KSD begin implementing a web-based management program called **Edline** which provides our parents with electronic access to a wealth of educational information on their child.

A parent survey was conducted in 2006 to gauge parent satisfaction with different of aspects of the school. The data generated from the surveys was used in the planning and annual review of the school's policies. A new survey will be developed in the fall of 2011 to be administered to the parents during the 2011-12 school year.

## Stakeholders Communication

Since many of our parents live out of the area, the school established a position to facilitate communication between parents and the school. The parent/school liaison has initiated several programs to improve the communication with and involvement of our parents and community members. Parents are encouraged to get involved with the school as volunteers.

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 Site Council/ Advisory Council. Several publications are also distributed to stakeholders. The Kansas Contact, a school newsletter, is published quarterly and sent to stakeholders throughout the state of Kansas. Both the Elementary and Secondary departments publish a monthly newsletter sent to all parents. The school publishes a comprehensive Annual Report which summarizes the previous year's accomplishments across all departments.

The school profile is presented to the faculty annually with updates on student achievement. The profile is also available online on the school's website.

## Continuous Improvement

In order to foster an atmosphere of continuous improvement, The Kansas School for the Deaf follows the AdvancED continuous improvement model. A school improvement coordinator organizes and carries 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 Site Council /Advisory Council meetings.

Improvement teams meet every summer to analyze the data and make necessary adjustments in the interventions for the following year. The results of this improvement process have been an increase in student achievement in both reading and math. The school has also seen a steady increase in the number of students ranked "standard" or above on the State Reading and Math assessments. 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. The current school improvement coordinator is a former classroom teacher. 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

Nationally, Kansas has been ranked among the top states in education. Acting on their commitment to quality education, in 1989 the state adopted the Quality Performance Accreditation (QPA) system, which has as its major focus the continual improvement of student's academic performance.

As part of the QPA system, schools are required to develop school improvement plans which outline their improvement process. Starting in 2005-06, Kansas schools are accredited on an annual basis, dependent on meeting certain quality and student performance criteria. One of the quality criteria is that each school will have in place a school improvement process and plan.

School improvement plans are based on three questions:

- 1) Where are we now? (baseline data)
- 2) Where do we want to be? (Improvement goals)
- 3) How do we get there? (Interventions – new techniques, programs, materials)

### **The School Improvement Process at KSD is as follows:**

- Based on data from multiple assessments specific areas of weakness are targeted for improvement.
- Baseline data from multiple assessments are collected in each targeted area
- Improvement goals are developed for each area.
- Interventions (new ways of teaching) are implemented to address the targeted areas.
- Assessment data is collected annually to see if the interventions are working.
- If data indicates that skills are not improving, new interventions may be implemented.
- After 5 years, the cycle is complete, and new areas and goals may be selected for improvement.

During the summer of 2011 the assessment data was analyzed and the school improvement plan was reviewed and revised based on data and teacher feedback.