

Kansas State School for the Deaf

School Improvement Profile

2021-2022



Mission Statement

*To ensure that all students we serve
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 21st 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. KESA ensures 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 was awarded full KESA accreditation in June, 2020 for 5 years.

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. In June of 2020, KSD was awarded full CEASD accreditation for 5 years.

This profile report will reflect the Kansas School for the Deaf's progress in meeting both the KESA and CEASD standards. In addition, general information and demographic data about the program is included.

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

TABLE OF CONTENTS

<u>Background Information</u>	1
<u>Student Demographic Data</u>	3
• <u>Student Population</u>	3
• <u>Student Attendance</u>	6
• <u>Student Suspensions</u>	7
• <u>Cochlear Implants</u>	8
<u>Mission and Vision</u>	9
<u>Governance and Leadership</u>	12
<u>Teaching and Learning</u>	14
<u>Documenting and Using Results</u>	16
<u>Literacy Results</u>	17
• <u>Kansas State Assessment Results</u>	18
• <u>MAP Assessment Results</u>	22
<u>Mathematics Results</u>	25
• <u>Kansas State Assessment Results</u>	27
• <u>MAP Assessment Results</u>	29
<u>Science Results</u>	31
• <u>Kansas State Assessment Results</u>	32
• <u>MAP Assessment Results</u>	34
<u>American Sign Language (ASL) Results</u>	36
<u>Outreach Services</u>	40
<u>Resource and Support Systems</u>	41
<u>Stakeholder Communication</u>	44
<u>Continuous Improvement</u>	46
<u>School Improvement Plan and Data</u>	48
• <u>Teacher Framework Plan</u>	48
• <u>Transition Plan</u>	51
<u>State of Kansas Board Outcomes</u>	53
• <u>Social Emotional Levels</u>	54
• <u>Kindergarten Readiness</u>	55
• <u>Individual Plan of Study</u>	56
• <u>Graduation Rate</u>	60
• <u>Postsecondary Success</u>	61

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 Kansas State Board of Education (KESA) and Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). It offers comprehensive educational programming from preschool through high school including the following services:

- Birth to three early intervention services.
- Early Childhood, Elementary and Secondary Outcomes-based Instruction, dual placement options, and Kansas Student Transition and Academic Readiness (KSTAR) program for ages 18+.
- Residential accommodations with programming which focuses on development of language, independence, individual living and interpersonal skills
- An accessible environment where Deaf students receive full language access in ASL and English
- A full array of Related Services including speech therapy, ASL therapy, occupational therapy, physical therapy, psychological testing, counseling, social work and health care.
- Transition services from early childhood through KSTAR.
- Statewide outreach department featuring consultation, training and resources
- Technology tools including internet access, 1 on 1 Chromebooks, networked library resources and multi-media programming opportunities

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

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

- Deaf adult role models
- ASL classes
- Emphasis on ASL development, literacy, and/or spoken language
- An environment of acceptance, which provides a positive self-image and the confidence needed to develop fluency in a second language.

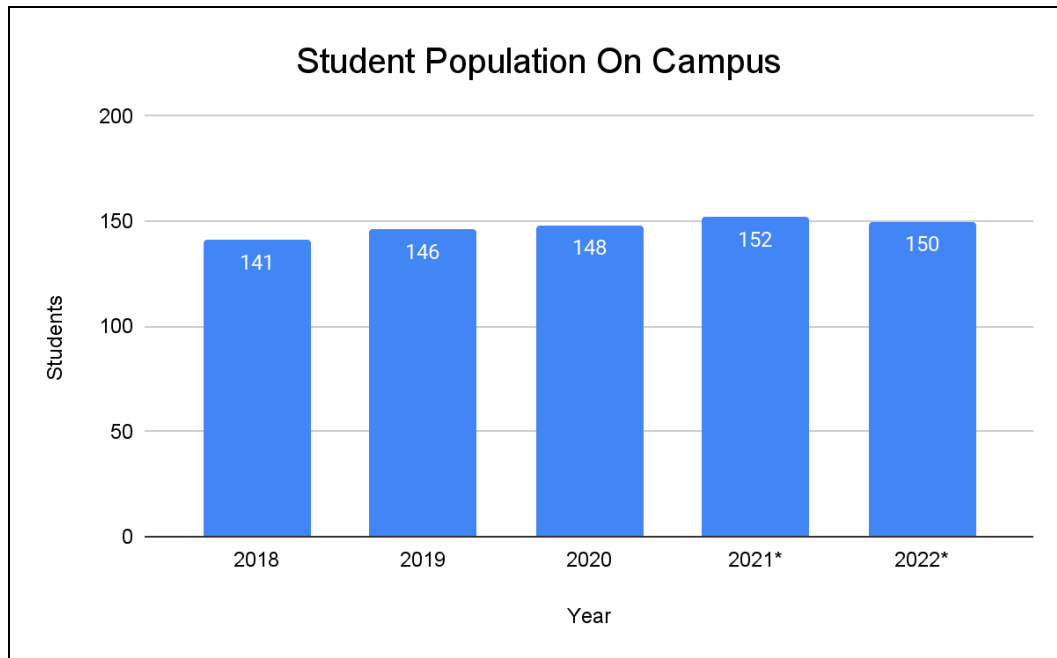
The school recognizes the need to nurture the whole person, promoting mental, emotional, and physical growth. Leadership development opportunities for youth at KSD include:

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

Student Demographic Data

Student Population

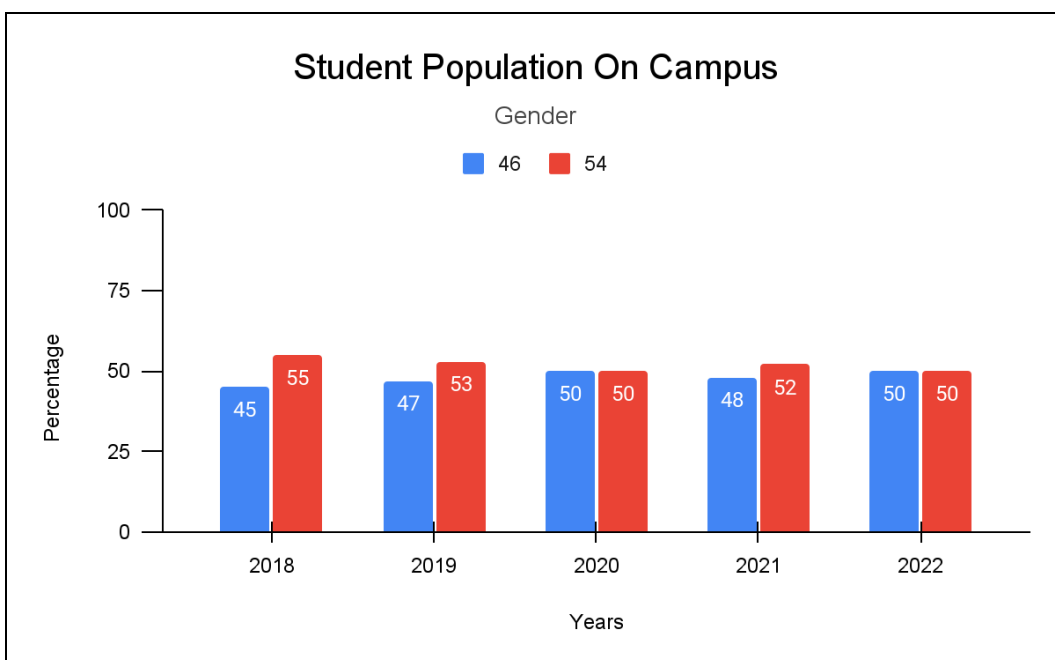
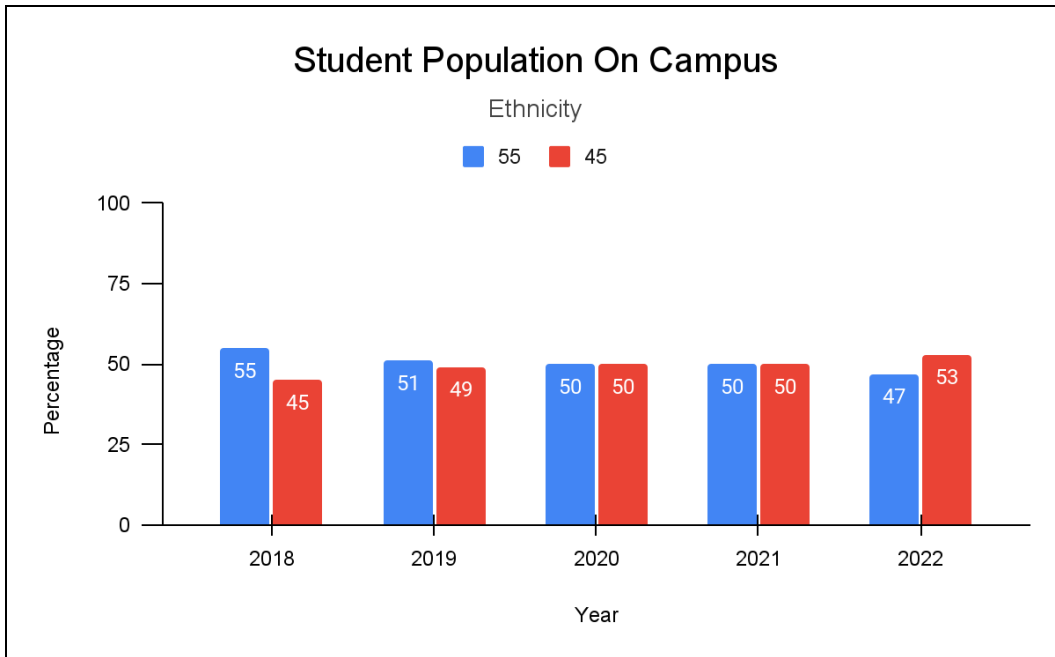
On November 15, 1866, the Kansas School for the Deaf had an enrollment of 18 students when it moved into its newly constructed stone building in Olathe. By the year 1893, the enrollment of the school had soared to more than two hundred students. The population of KSD has fluctuated throughout the history 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 slowly declined. The graph below shows the number of students for whom we have provided service on our campus in Olathe over the last several years. Since 2018, our student population has increased by 9%.



Population Trends Over Time

Disaggregated

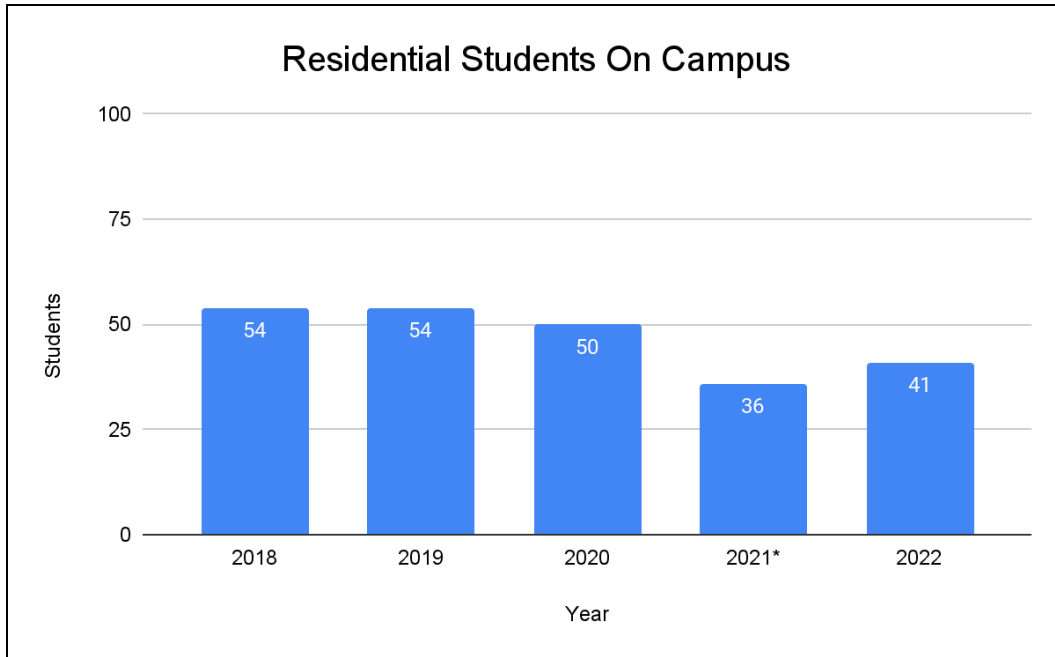
The population data was disaggregated for two different variables by *gender* and by *race/ethnicity*. Data is not disaggregated by socio-economic status since KSD cannot identify this group.



Population Trends Over Time

Residential Students

The following graph displays the percentage of residential students from 2018 through 2022. 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.

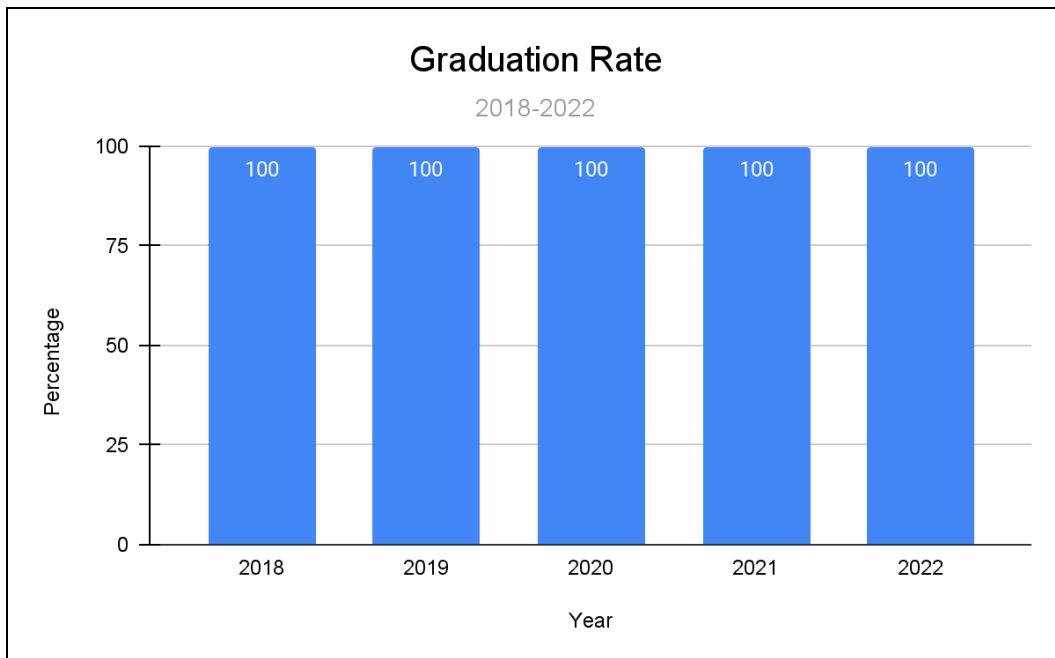
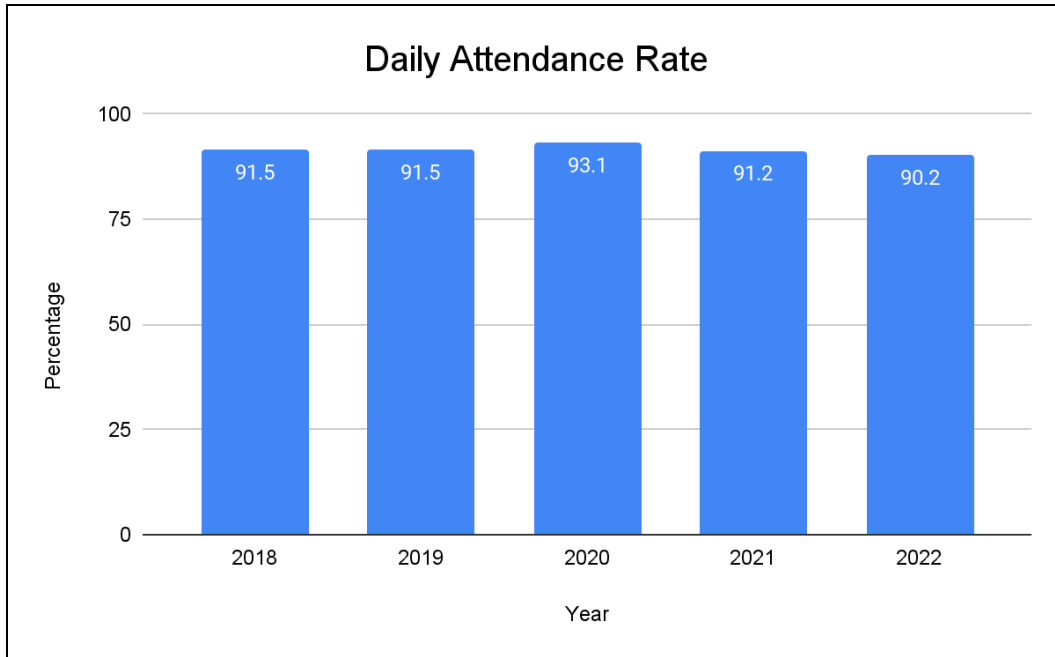


*Due to the Covid-19 pandemic, KSD had to revise the criteria for residence enrollment. Students living within a 25 mile radius of the school were unfortunately not permitted to reside at the school's dorms, which resulted in a decrease of students in the dorms.

	2022
Full Time Residential Students	29
Part Time Residential Students	12

Student Attendance and Graduation Rate

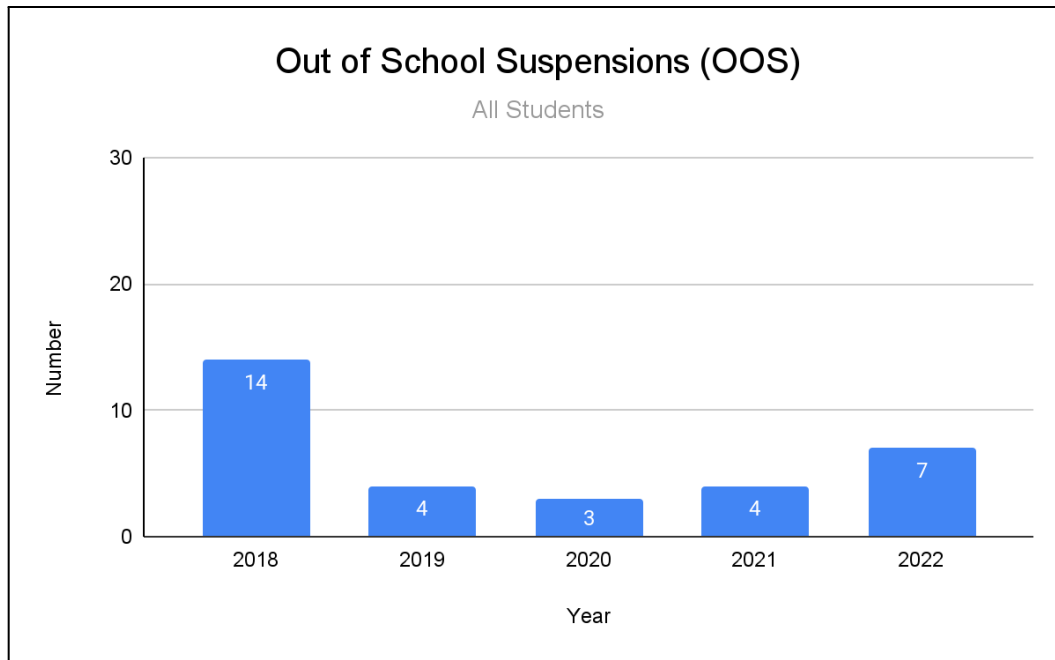
Attendance data from the Kansas School for the Deaf for the years 2018 - 2022 is displayed below.



Student Suspensions

Out-of-School (OSS)

The graph below displays the out-of-school suspension data. The first graph below displays the number of students receiving an out-of-school suspension (OSS) from 2018 – 2022.



The following chart displays the breakdown of out-of-school suspensions by Department for the year 2022. This chart represents the number of students in each department receiving an Out of School Suspension (OSS).

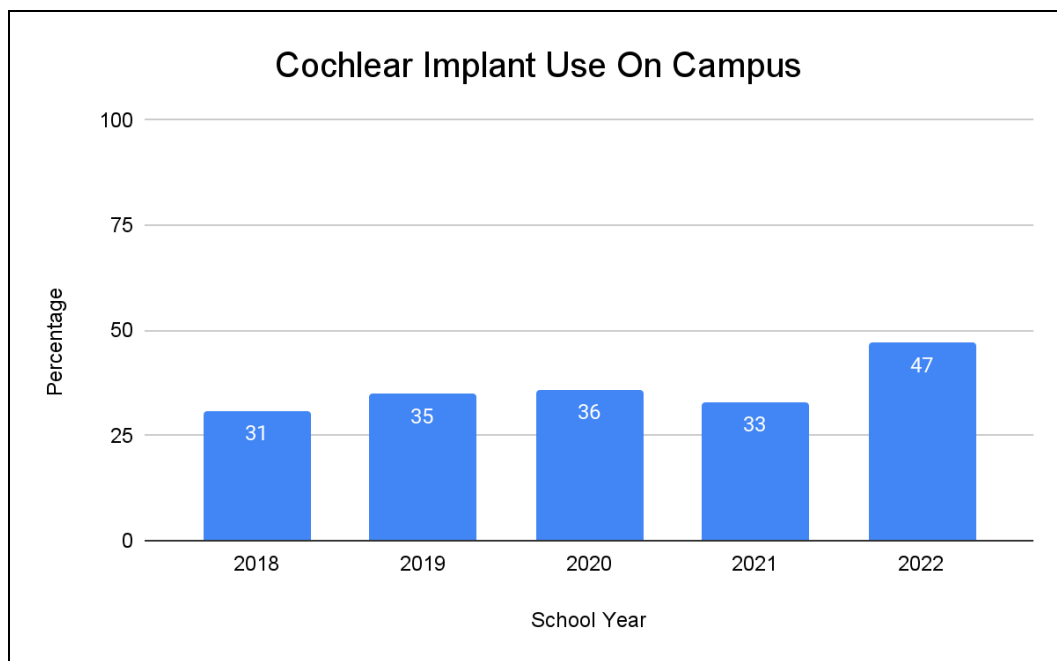
DEPARTMENT	2022
Elementary	1
Secondary	6

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.

Our students do utilize, or are encouraged to use, assistive hearing devices such as hearing aids and/or cochlear implants, if appropriate. Currently, 64% of our student population use some type of personal amplification; over 47% of those students have or have had cochlear implants.

This graph shows the percentage of our students who have cochlear implants.



Mission and Vision

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

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

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

The school tries to identify the skills our students will need when they graduate. With technology advances constantly impacting education and employment, it is a challenge to predict the future skills our students will need.

Mission and Vision

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

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

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

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

KSD Mission and Vision

KSD Vision Statement

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

KSD Mission Statement

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

KSD Diversity Statement

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

Core Values

KSD believes that:

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

Governance and Leadership

The Kansas School for the Deaf has established policies and procedures that provide for the effective operation of the school. The school is fully accredited by the state of Kansas and complies with all state and federal regulations. In 2019, KSD also was awarded full accreditation through The Conference of Administrators for Deaf Schools and Programs (CEASD). The CEASD accreditation will be in effect until June 30, 2025.

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

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

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

Governance and Leadership

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

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

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 opportunities through each student's IEP.

The school has an Endowment Association, which helps support a variety of student needs. During the 2021-22 school year, the Endowment Association supported the Accelerated Reader classroom incentive program by providing funds for individual and department rewards to be used with the AR program. The Association supported teacher-projects, student workshops, as well as providing funds for purchasing academic and extracurricular supplies.

Teaching and Learning

A curriculum/assessment coordinator oversees the development of content area curricula, 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 abilities, which correlate to a number of factors including access to early language in ASL and the presence of additional disabilities. In order to accommodate this wide range of abilities, the curriculum department uses a variety of curriculums including the Steyer Fitzgerald Functional curriculum for students with additional disabilities. The use of multiple curriculums is intended to meet each student's individual needs as dictated by the IEP.

American Sign Language (ASL) is used as the heritage language for all 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). CEASD recommends that KSD restart a Language Planning Committee to revisit our bilingual practices and policies. It is uncertain how long this will take, so KSD plans to update a similar curriculum to be able to make the new program available to KSD teachers, paraprofessionals, and Speech Language Therapists. All newly hired staff will be trained as well.

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. During the summer of 2022, several science and ELA teachers met to modify our curriculums to meet the needs of all groups of students. In addition, several staff from the Elementary as well as the Outreach departments met for a week to receive additional training in the Language Assessment Program (LAP).

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 furnished with a fully equipped computer lab in the Secondary department. The lab is used for Digital Art classes and as a Bilingual Multi-Media Room. This room incorporates the signacy and literacy framework giving students the 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 center that contains several computers and is staffed to help students with homework and other after school projects. All students in grades 3rd and above are given a personal Chromebook to be used both in school and at home while students in grades K – 2 have access to iPads.

All classrooms have LCD projectors connected to both computers and document readers, which allow 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 and Star Math are computer delivered, internal branching assessments that measure both vocabulary in context and leveled math skills. Star Reading is used as part of our Accelerated Reading Program in the Elementary department. Its primary use is to determine a student's zone of proximal development (ZPD) for the Accelerated Reading Program.

Student Achievement Profile

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

The following are the Literacy, Mathematics and Science sections pertaining to both state and district level assessments.

Literacy

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

Assessments

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

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

Kansas State Assessment

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

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

Due to the Covid pandemic, students were not tested on the state assessment in the spring of 2020.

In the spring of 2022, all KSD students in grades 3 – 8 took either the General or Alternate (DLM) Assessment in English Language Arts. Each student received a scaled score and was assigned a Performance Level based on their score. The Performance Levels differ for the General and Alternate (DLM) assessment and are explained on the following page.

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

Kansas State Assessment

State of Kansas Performance Levels for the General Assessment

Level 1 – Shows a limited ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2 – Shows a basic ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3 – Shows an effective ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4 – Shows an excellent ability to understand and use the skills and knowledge needed for postsecondary readiness.

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

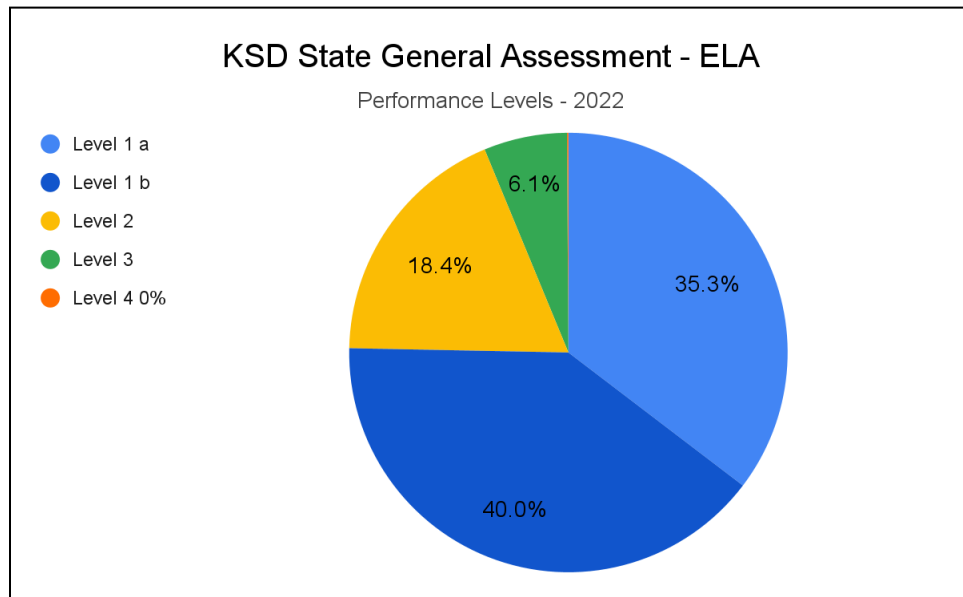
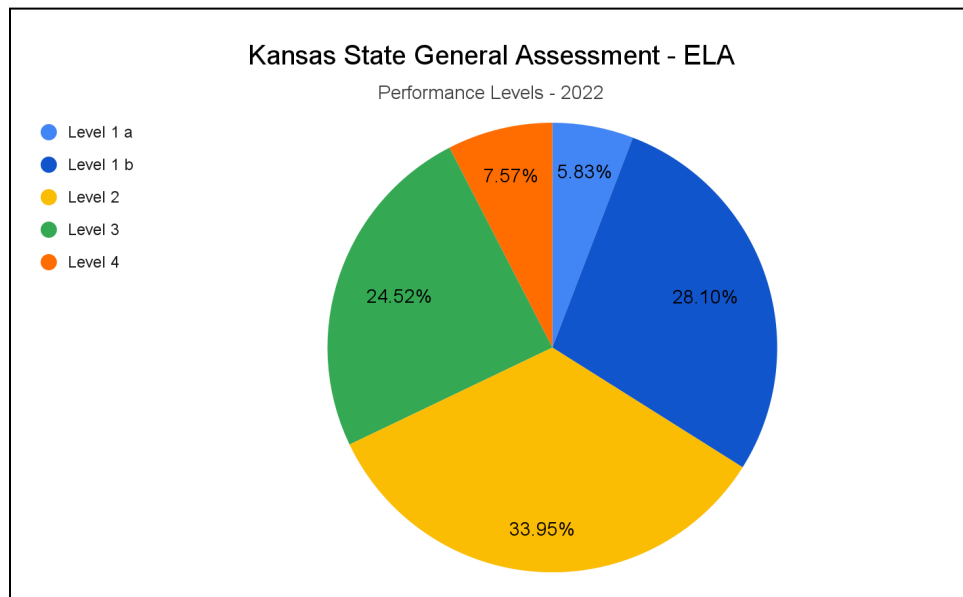
State of Kansas Performance Levels for the DLM (Alternate Assessment)

- Emerging
- Approaching Target
- Target
- Above Target

Kansas General Assessment

ELA Results

These graphs show the results of the 2022 State General Assessments. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2022. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.



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

Kansas Alternate Assessment (DLM)

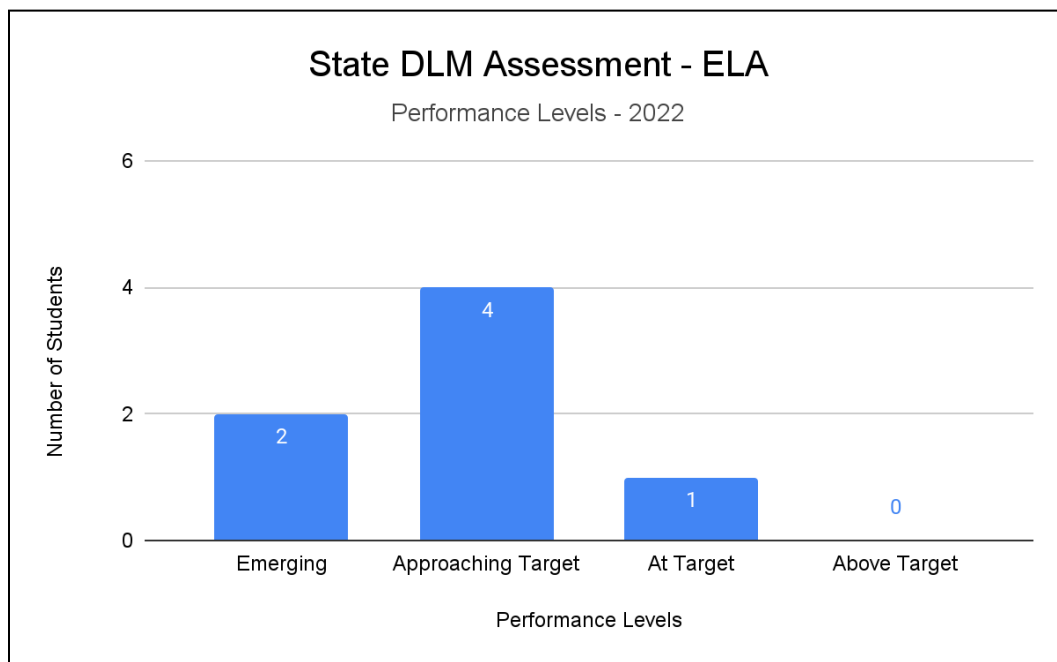
ELA Results

Some of our students take the alternate state assessment that is more appropriate for their abilities. The alternate assessment is called the DLM (Dynamic Learning Maps). In 2022, nine students qualified for the DLM assessment in ELA. The performance levels for the DLM are different than those for the General Assessment.

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

- Emerging
- Approaching Target
- Target
- Above Target

These graphs show the results of the 2022 State DLM Assessment in ELA. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 3 – 8 and 10 - 11 took the assessment in the spring of 2022.



The results indicate that the majority of our students are approaching the target skills, while some are at target or still just showing an emergent level of their ELA skills.

MAP Assessment

Reading and Language

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

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

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

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

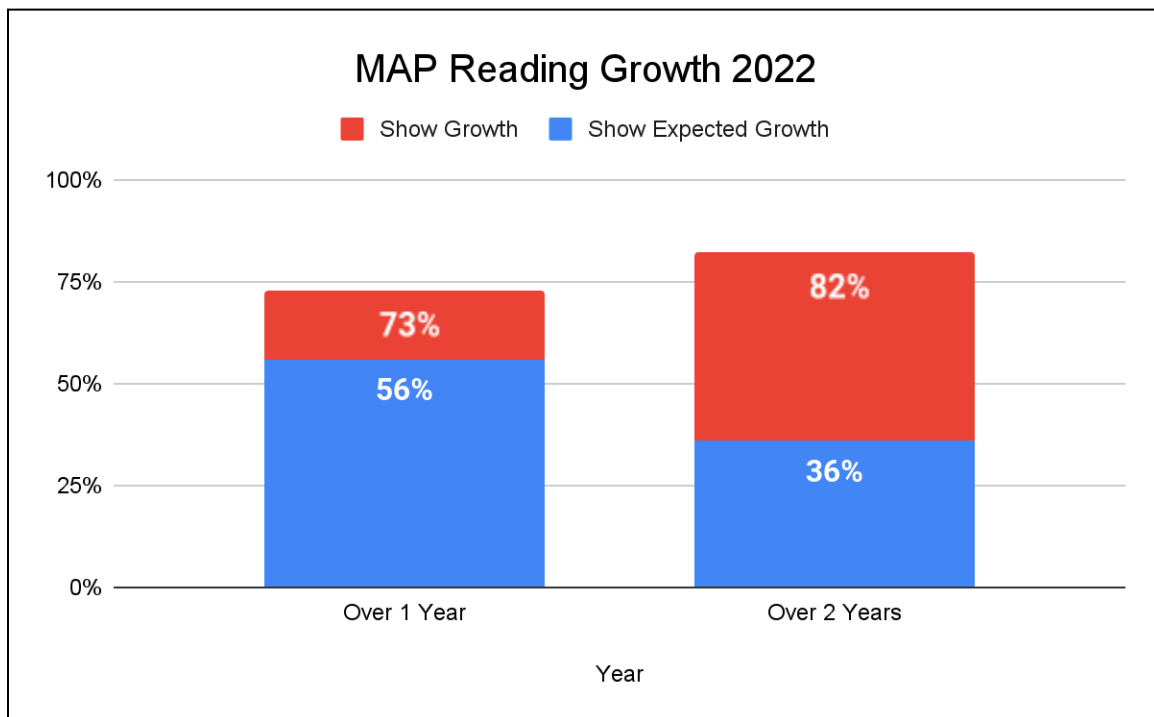
Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Reading and Language assessments over a one-year period (fall of 2021 to fall of 2022) and a two-year period (fall of 2020 to fall of 2022). **Students who were learning remotely in the fall of 2020 due to the Covid pandemic were not tested.**

MAP Assessment

Reading

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 2021 to the fall of 2022 (one year) as well as the percentage of students showing 1 year's expected growth. The second bar shows the growth from the fall of 2020 to the fall of 2022 (two years) as well as the percentage of students showing two consecutive years' expected growth.

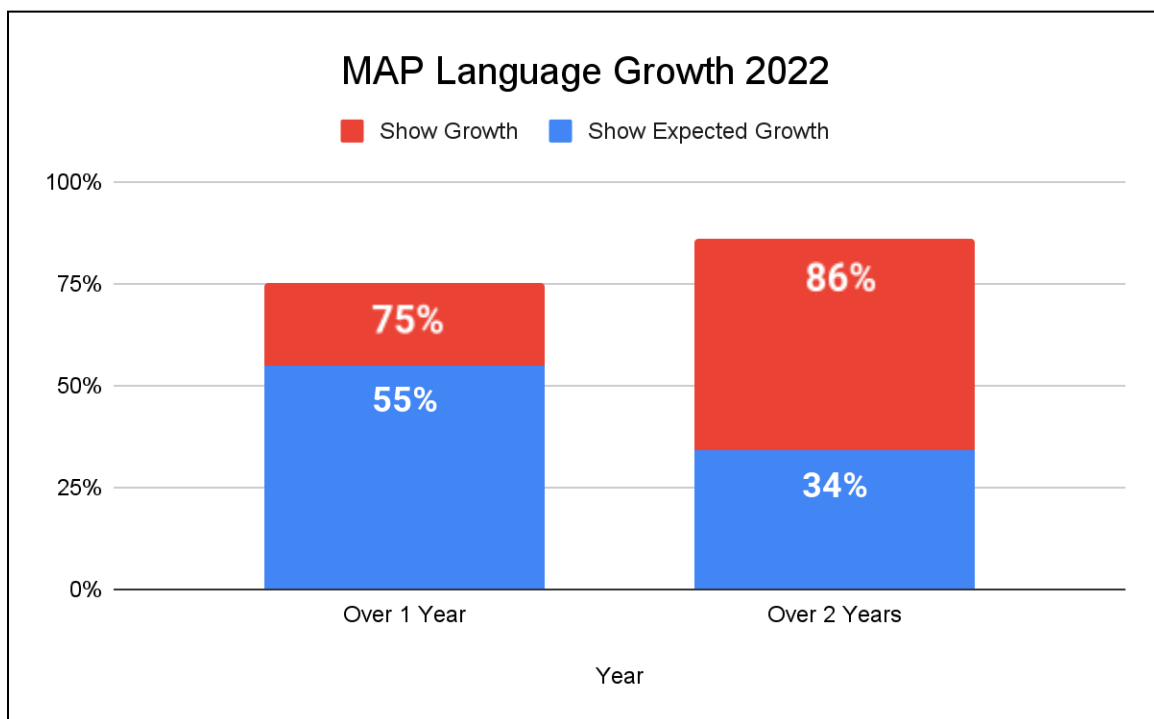


Seventy-three percent of students improved their reading score over one year. Most students, fifty-six percent, also showed the growth expected for their grade level. Eighty-two percent of students improved over two years, with thirty-six percent of students showing the expected growth for two consecutive years. These results indicate that most students continue to show improvement over both a one- and two-year time span, some of whom are achieving the growth we expect to see at their grade level.

MAP Assessment

Language

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 2021 to the fall of 2022 (one year) as well as the percentage of students showing 1 year's expected growth. The second bar shows the growth from the fall of 2020 to the fall of 2022 (two years) as well as the percentage of students showing two consecutive years' expected growth.



Seventy-five percent of students improved their language score over one year. Most students, fifty-five percent, also showed the growth expected for their grade level. Eighty-six percent of students improved over two years, with thirty-four percent of students showing the expected growth for two consecutive years. These results indicate that most students continue to show improvement over both a one- and two-year time span, some of whom are achieving the growth we expect to see at their grade level.

Mathematics

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

Assessments

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

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

Kansas State Assessment

Mathematics

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.

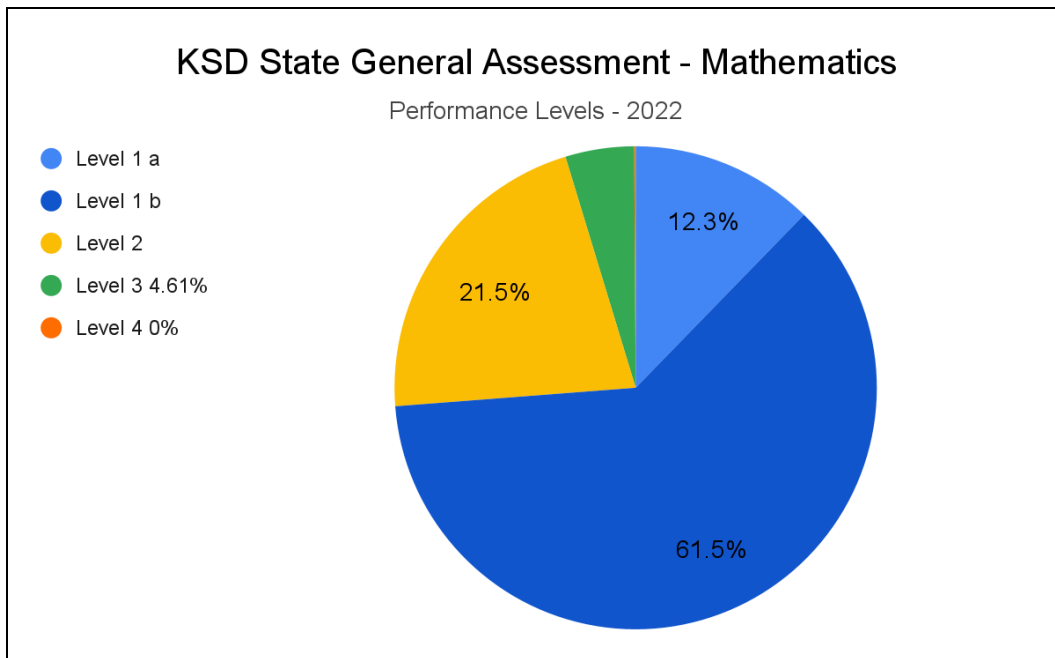
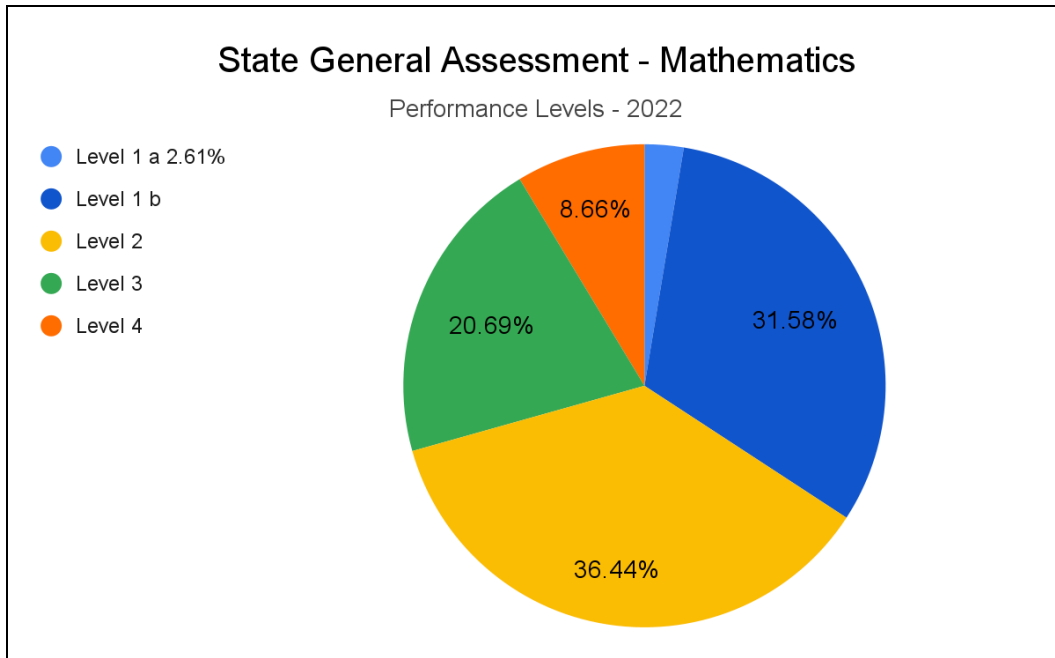
In the spring of 2022, all students in grades 3 – 8 and grade 10 took either the General or Alternate (DLM) Assessment in Mathematics. Each student received a scaled score and was assigned a Performance Level based on their score. The Performance Levels differ for the General and Alternate (DLM). Based on their scaled scores, students taking the General Assessment were assigned one of 4 performance levels. Based on their test results, students taking the DLM Assessment were given one of four Performance Levels.

The following page shows the results of the 2022 State Math Assessments. First will be the General Assessment results followed by the results from the DLM Assessment.

Kansas General Assessment

Mathematics Results

These graphs show the results of the 2022 State General Assessment in mathematics. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2022. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.

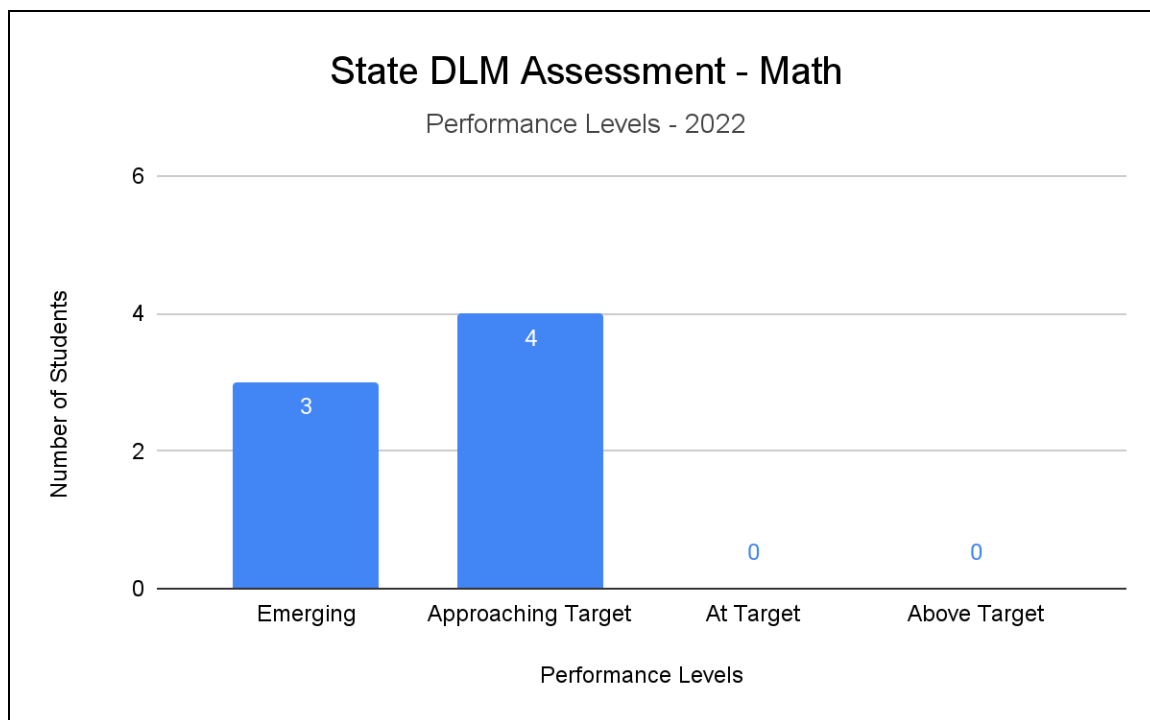


Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

Kansas Alternate Assessment (DLM)

Mathematics Results

These graphs show the results of the 2022 State DLM Assessment in mathematics. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 3 – 8 and grade 10 took the assessment in the spring of 2022.



The results indicate that the majority of our students are approaching the target skills, while some are still just showing an emergent level of their mathematical skills.

MAP Assessment

Mathematics

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

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

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

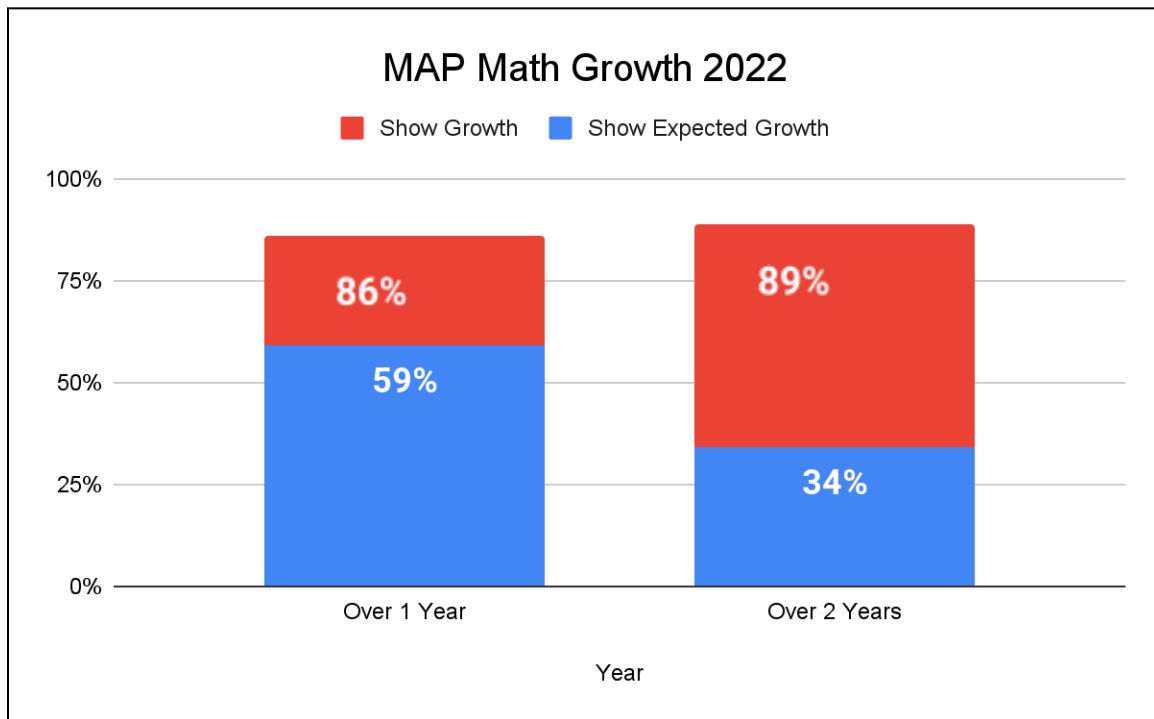
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group. Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Mathematics assessment over a one-year period (fall of 2021 to fall of 2022) and a two-year period (fall of 2020 to fall of 2022). Students who were learning remotely in the fall of 2020 due to the Covid pandemic were not tested.

MAP Assessment

Mathematics

This graph compares the percentage of students whose RIT scores on the MAP Math assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2021 to the fall of 2022 (one year) as well as the percentage of students showing 1 year's expected growth. The second bar shows the growth from the fall of 2020 to the fall of 2022 (two years) as well as the percentage of students showing two consecutive years' expected growth.



Eighty-six percent of students improved their math score over one year. Most students, fifty-nine percent, also showed the growth expected for their grade level. Eighty-nine percent of students improved over two years, with thirty-four percent of students showing the expected growth for two consecutive years. These results indicate that most students continue to show improvement over both a one- and two-year time span, some of whom are achieving the growth we expect to see at their grade level.

Kansas General Assessment

Science Results

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

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

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

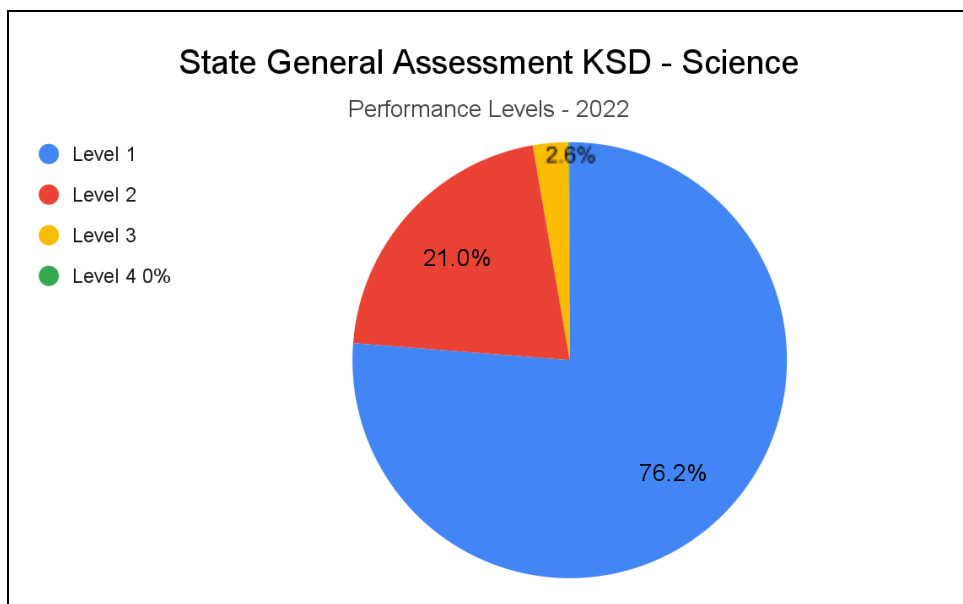
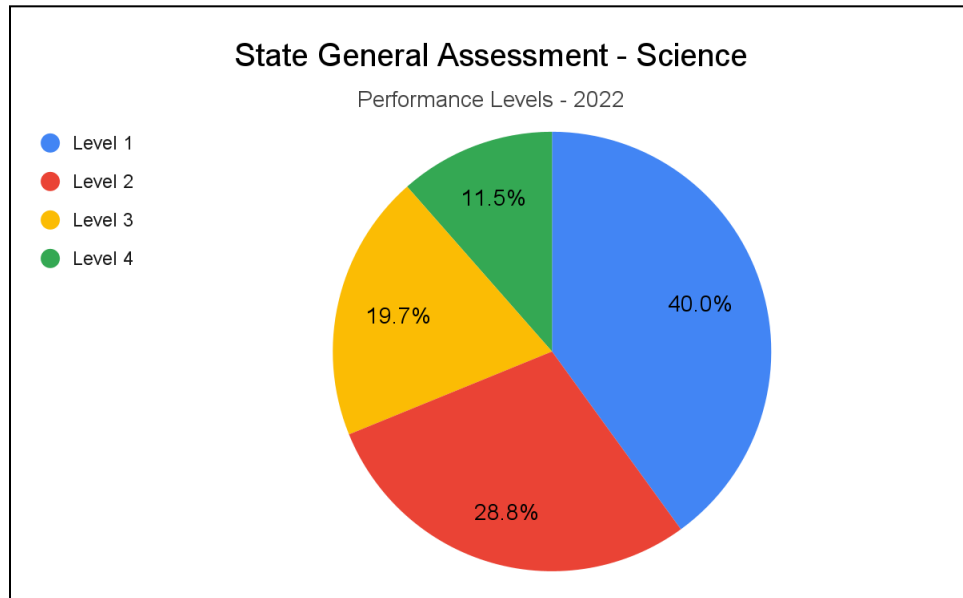
There are two Science assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Science Standards and the Alternate Science Assessment, which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning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

In the spring of 2022, all KSD students in grades 5, 8, and 11 took either the General or Alternate (DLM) Assessment in Science. Each student received a scaled score and was assigned a Performance Level based on their score. Based on their test results, students taking the Alternate (DLM) Assessment were given one of four Performance Levels.

The following page shows the results of the 2022 State Math Assessments. First will be the General Assessment results followed by the results from the DLM Assessment.

Kansas General Assessment Science

These graphs show the results of the 2022 State General Assessment in Science. Students in grades 5, 8, and 11 took the assessment in the spring of 2022. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results. **Due to the Covid pandemic, students were not tested on the state assessment in the spring of 2020.**

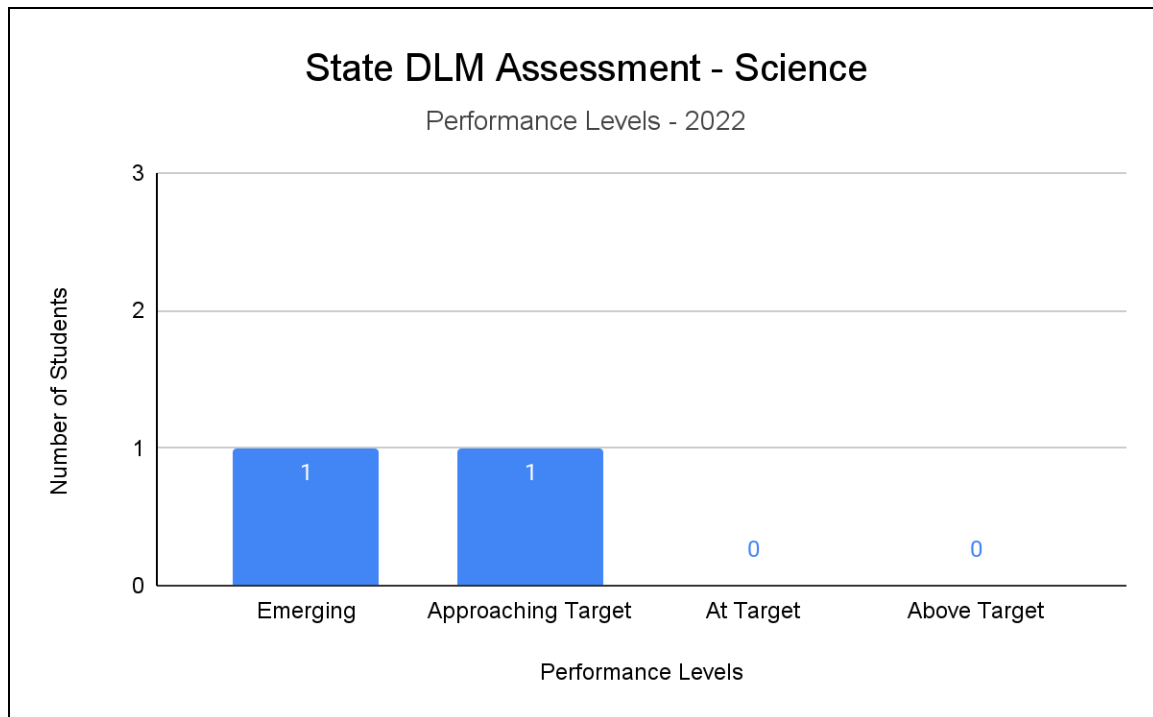


Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

Kansas Alternate Assessment (DLM)

Science Results

These graphs show the results of the 2022 State DLM Assessment in science. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 5, 8 and 10 took the assessment in the spring of 2022.



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

MAP Assessment

Science

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

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

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

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

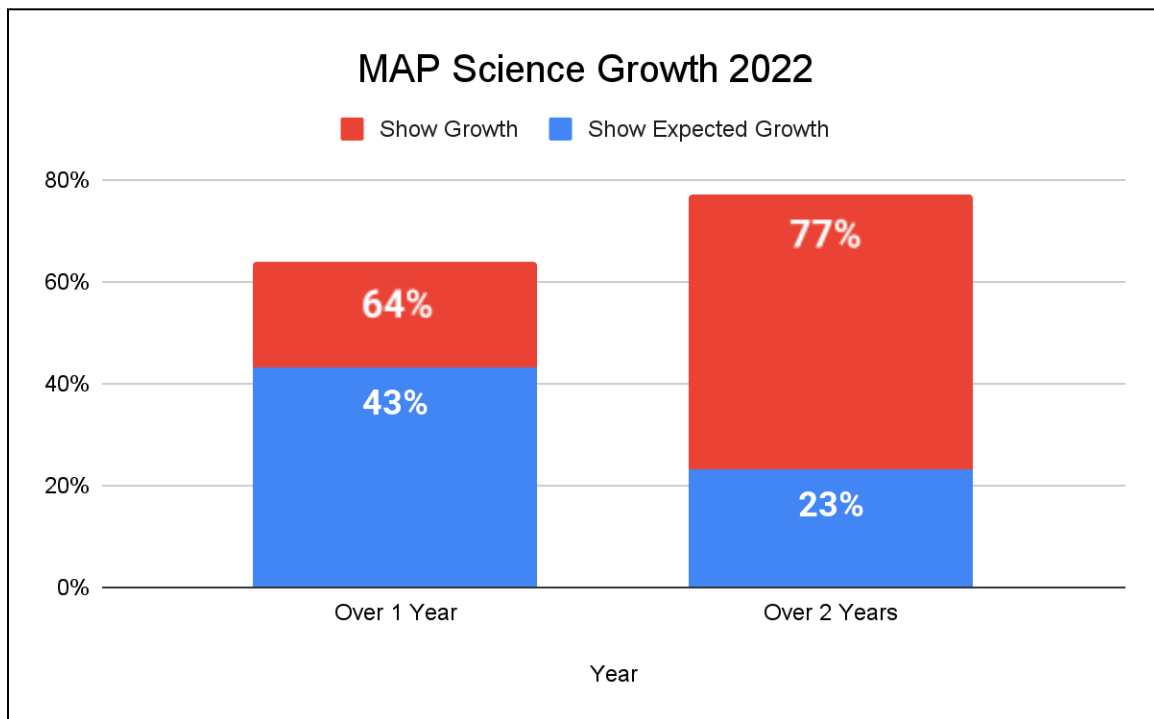
Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over a one- and two-year period.

The following graph shows the percentage of students that showed growth on the MAP Science assessment over a one-year period (fall of 2021 to fall of 2022) and a two-year period (fall of 2020 to fall of 2022).

MAP Assessment

Science

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 2021 to the fall of 2022 (one year) as well as the percentage of students showing 1 year's expected growth. The second bar shows the growth from the fall of 2020 to the fall of 2022 (two years) as well as the percentage of students showing two consecutive years' expected growth.



Sixty-four percent of students improved their science score over one year. Many students, forty-three percent, also showed the growth expected for their grade level. Seventy-seven percent of students improved over two years, with twenty-three percent of students showing the expected growth for two consecutive years. These results indicate that most students continue to show improvement over both a one- and two-year time span, some of whom are achieving the growth we expect to see at their grade level.

American Sign Language/Conversational Language Proficiency

Kendall Conversational Proficiency Levels Assessment – General Information

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

P-Level Testing Procedures

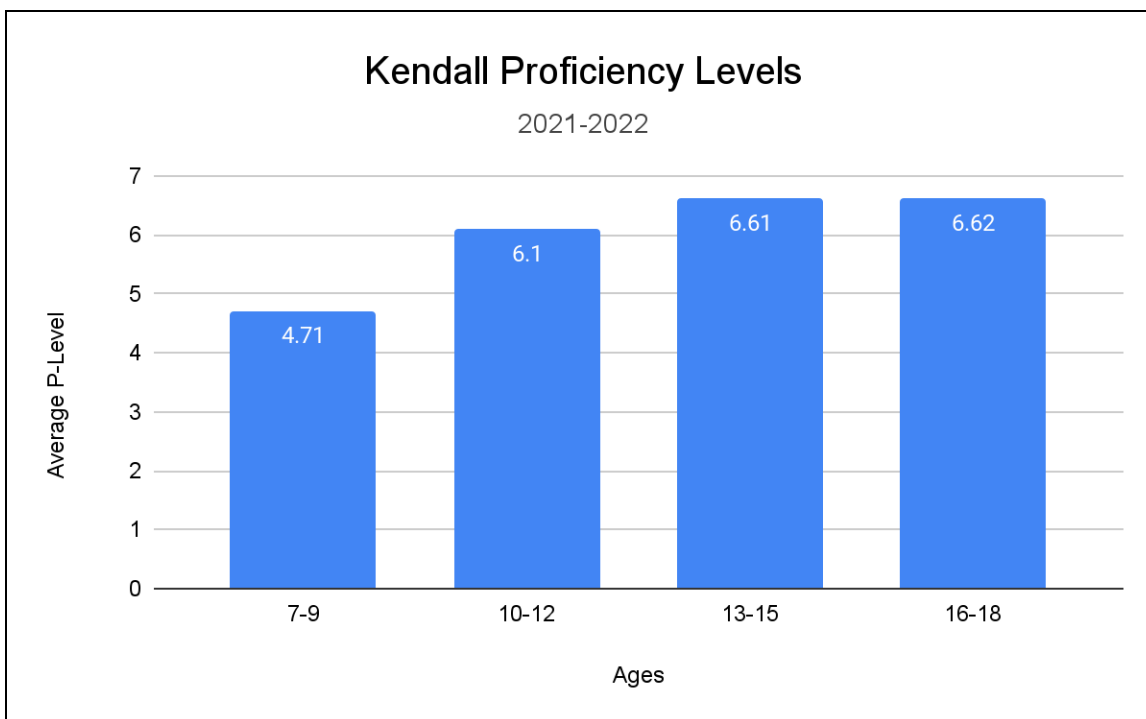
- The assessment is given annually to those students receiving ASL tutoring and as part of every student's 3-year reevaluation.

Kendall Conversational Proficiency Levels

The following graph looks at the Kendall Conversational Proficiency Level (P-Level) of students at the end of the 2021-22 school year. The graph displays the average P-Level for four groups of students.

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

Students were assigned to groups based on their ages as of September 1, 2022. Students with additional cognitive disabilities were not included in the results. The top level on the P-Level assessment is 7.



Results indicate that while student P-Levels increase as they get older and are exposed to American Sign Language environment, there is a more dramatic rise the earlier that exposure happens.

KSD Visual Listening Assessment (VLAT)

General Information

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

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

VLAT Testing Procedures

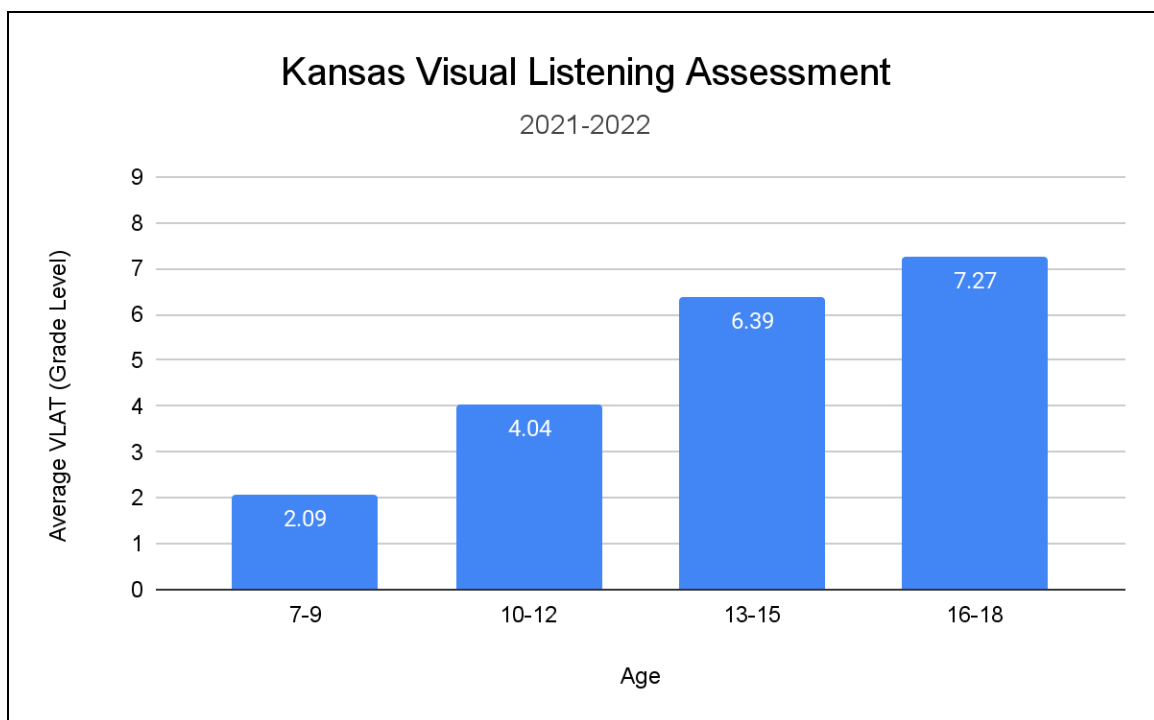
- A graded ASL passage is selected based on an English word identification assessment, and “prior knowledge” questions are signed to the student.
- The student watches the videotaped ASL passage (once or twice) and is asked literal questions, questions of fingerspelled vocabulary, and inferential questions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

Visual Listening Assessment Tool (VLAT)

The following graph looks at the Visual Listening Assessment levels of students at the end of the 2021-22 school year. The graph displays the average VLAT level for four groups of students.

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

Students were assigned to groups based on their ages as of September 1, 2022. Students with additional cognitive disabilities were not included in the results. The top level on the VLAT assessment is grade level 9.



Results indicate that receptive ASL skills steadily increase the longer the students are in school and exposed to an American Sign Language Environment.

Outreach Services

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 Hearing Assistive Technology (HAT) program, evaluation services, and consultations. The KSD staff also provide 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.

The outreach program currently serves approximately 537 students living in 61 counties, or 58% of the total counties in the state. While which counties are served might fluctuate slightly year-to-year, the overall number of students served continues to increase.

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 superintendent and human resource director. The school recruits nationally using a variety of methods, online advertisements, school website, and campus postings. Our school works with several universities to provide student teaching placements, which provide a hiring pool of recent graduates. Our teacher 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 as well as deaf education. Our teachers are expected to be endorsed in general education and deaf education. 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 composed of teachers and administrators.

Resource and Support System

The school leadership aligns our financial resources with the school's mission, educational programs, and school improvement initiatives. As part of their commitment to continuous improvement, KSD develops improvement plans, which are developed by teacher-led committees under the direction of the principals. 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 school safety and security team has developed safety guidelines, policies, and procedures for fire, tornado, intruder, toxic chemical release, bomb threats, campus evacuation, and other emergencies. These guidelines are posted, and regular practice of emergency procedures is scheduled across all areas of the school. Buildings are equipped with alarms and flashing lights for fire, tornado, and intruder alerts. An "all staff alert" system is used to provide immediate communication with both hearing and deaf staff. Facilities are regularly inspected by the operations department for issues that might compromise the safety of students and staff. Surveillance cameras have been installed to increase the level of security on campus.

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

Resource and Support System

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

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

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

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

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

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

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

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.

Stakeholders Communication

Shared leadership has been the norm at KSD with a number of teacher-led committees empowered to make recommendations to the administration. The administration reviews the recommendations and makes decisions based on the needs of the students. Information about students, their performance, and school effectiveness is presented to parents and the community members at the Advisory Council. The school uses an electronic listserv to communicate with stakeholders statewide.

The 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 principals and school improvement coordinator organize and carry out the improvement process, which is monitored by a steering committee made up of teachers. The current improvement model is based on a 5-year cycle. Improvement teams made up of teachers select improvement goals and develop a school improvement plan, which is then implemented throughout the cycle. Interventions selected by the team are implemented with the assistance of the school's curriculum director and leadership team. Data is collected annually, organized and shared with staff.

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

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

Continuous Improvement

School Improvement Initiatives

With the beginning of a new KESA and CEASD cycle starting in 2020, new school improvement goals were discussed and selected. The first goal applies to both the Elementary and Secondary Departments, but each department will be addressed separately. The second goal applies to our transition department. Due to the Covid-19 pandemic, the goals were not implemented in the timeframe initially established, but had to be postponed. Those goals are now being taken up again and are in the process of being addressed and worked towards.

The first School Improvement goal is that by 2025 (when the current accreditation cycle ends), Kansas School for the Deaf will implement a consistent instructional framework to guide and support teacher performance. The foundation of this goal was to begin finding and evaluating various instructional frameworks and deciding on one that we would like to implement school-wide. It was decided that Teacher Clarity would be the framework we would use.

The second School Improvement goal is that all students will successfully transition to college/technical training, career/employment and independent living. During the 2021-2022 school year, changes were identified that would need to be made, including a restructuring of the staff involved in the College and Career Readiness (CCR) and Kansas Students Transition and Academic Readiness (KSTAR) programs. This goal directly relates to the KSDE Board outcome of Postsecondary Success. Kansas defines a successful high school graduate as one who has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation. Our goal is to provide those skills to all of our students, as well as to identify students who might need additional support before leaving KSD in order to be successful.

School Improvement Plan and Data

In 2019-2020, the Elementary and Secondary Departments decided they wanted to focus on establishing a new teaching framework as their focus for school improvement. This was based on the fact that during the KESA and CEASD accreditation process, it was noticed that teachers were unable to identify a teaching framework that they used in their classroom, nor a school supported framework. After investigation and research, it was decided that Teacher Clarity would be the framework used, and that it would first be implemented in the Elementary Department, and then the Secondary Department. The following timeline was developed, and an evaluation of how we are adhering to the timeline is explained on the following pages:

2019-2020: Various instructional frameworks will be investigated to see which will be the best fit for our school. A final framework will be selected. One principal will be trained in that framework.

2020-2021: One department will receive in-depth training on the framework. Further research in how to implement and incorporate the framework across all classrooms and subjects will be done. The second principal will be trained in the framework.

2021-2022: The second department will receive in-depth training on the framework. Both departments will continue to work to support staff in understanding and using the new framework. Discussions on how the framework will be reflected in lesson plans, daily teaching, and yearly evaluations will be established.

2022-2023: Yearly review trainings will be created to help staff continue to understand the framework and continue to grow. Training for Student Life staff will be created and offered to help create a holistic approach to the framework during school as well as in the dormitories. New staff will be trained on the framework as they join the school.

2023-2024: An evaluation of how well the staff understand and use the framework will be developed and processed to determine the effectiveness of the framework and what might need to be changed. Continuing training will be offered.

Teacher Framework Plan

Although we have strived to follow the timeline as established, we also understand that we have to allow for flexibility based on additional circumstances that may happen. This is an explanation of how well we are adhering to the timeline, as well as an explanation for any deviations that may have occurred.

During the 2019-2020 school year, a committee perused various frameworks and chose Teacher Clarity as the framework they wanted to implement. The Elementary Principal was then trained on Teacher Clarity, and began initial, introductory trainings for the teachers and staff in that building. However, due to COVID, the final quarter of the school year became virtual, and no further training was possible.

During the 2020-2021 school year, virtual trainings were presented by the principal to the teachers and staff. However, due to COVID, training did not look as initially expected. Additionally, due to turnover in the Secondary building, as well as due to the lack of training available (due to COVID), the Secondary Principal did not receive training. Feedback from the Elementary school about the new framework was mostly positive.

During the 2021-2022 school year, a committee was formed to find a new teacher evaluation program. During that analysis, it was determined that the teacher framework and the evaluation program needed to be closely tied together. Teacher Clarity did not provide any evaluation piece, so the committee decided to find an evaluation tool with a framework that closely tied to Teacher Clarity. The committee decided to go with Marzano's teacher framework, as it builds on Teacher Clarity. The secondary principal as well as the curriculum coordinator were both trained on Teacher Clarity during the year. Plans to add training on Marzano's teacher framework for teachers and administrators during the next school year were developed.

Teacher Framework 5-Year Plan

Data Analysis	The CEASD Accreditation team identified a lack of a unified teaching framework in place at KSD.
School-wide Goal	All staff will be trained in a single teacher framework as a school-wide initiative.
School Objective and Evaluation	<ul style="list-style-type: none"> ● Decide on a teaching framework. ● Roll out training on select groups until all staff have been trained on it. ● Continue evaluating the framework for efficacy.
Benchmarks	Training cohorts will be developed annually, with refresher trainings for previous groups. Evaluation of efficacy will be done annually by the Instructional Administration team.
Resources	Various training resources will be developed by principals and curriculum coordinator during the roll out of the framework.
Timeline	<ol style="list-style-type: none"> 1. A teaching framework will be selected before the 2020-2021 school year. 2. The elementary school will have initial training by the elementary principal during the 2020-2021 school year. 3. The elementary school will have in-depth training and the secondary department will have initial training during the 2021-2022 school year. Efficacy evaluation will be performed. 4. The elementary school will have refresher trainings, the secondary department will have in-depth training, and the student life department will have initial training during the 2022-2023 school year. Efficacy evaluation will be performed. 5. Both schools will have refresher courses for staff and student life department will have in-depth training during the 2023-2024 school year. Efficacy evaluation will be performed.
Monitoring	Elementary Principal, Secondary Principal, Dean of Student Life, Curriculum Coordinator
Persons Responsible	Elementary and Secondary School Improvement Teams, Instructional Administration Team

Transition Goal Process and Data

In 2019-2020, KSD decided to reevaluate the Transition Department in order to better provide students with the necessary skills to be successful after graduation. These changes applied to three different departments specifically: Careers, KSTAR (Kansas Students Transition and Academic Readiness), and Transition. In order to meet the Kansas Board of Education's Outcome Goal of students being successful after graduation, KSD wanted to evaluate what we are doing in order to support our students. However, due to the Covid-19 Pandemic, plans were delayed and shifted during the 2020-2021 school year. During the summer of 2021, the Careers teacher and the KSTAR teacher both switched to different departments, and new teachers were put in place. This change in staffing is a benefit to both programs especially at this time of transition.

A new software program, Xello, was purchased during the summer of 2021, and transition staff were trained on it. This program was then implemented during the 2021-2022 school year. Students were able to do self-assessments to evaluate their skills and determine what careers match their interests and skills. As this was the first year of use, teachers went slowly through the program, making adaptations and modifications to meet the needs of our students. Results showed the program to be more difficult to use with our students than initially expected, but that we want to continue working with it.

To further assist students in becoming successful, the Career department established 4 paid internships on KSD campus. These internships, available to juniors and seniors, help students to get a better feel for what a career of interest might actually entail. This year, the internships include electric engineering, teaching, and more. Students are given in-depth opportunities to learn how to conduct themselves in a professional manner, and what expectations they will face when in their chosen professions. Students are also able to be provided with more hands-on instruction regarding personal finances, as they receive a paycheck.

Transition Goal Process and Data

Students who have completed the required coursework at KSD but still need further support before they can be successful independently, have the opportunity to enroll in the KSTAR program. With the new staff, the KSTAR program is also being evaluated and modified to best meet the needs of our students. Moving forward, KSTAR plans to develop two separate groups - one group for students progressing towards college, certification programs, or full-time work, and the other group for students progressing towards independent living in the community or in group homes. Each of these groups will require a full curriculum to be found and/or developed, with criteria for entrance as well as measures of success for exit. Students will have the opportunity to take courses at a local community college, while receiving support to help them be able to be successful independently after graduation; search for and find employment with the aid of a job coach who helps the student improve their skills in the workplace; or practice being able to move about the community independently, as well as find meaningful employment, a place to live - either independently or in a group setting, and the services and supports they will need to be successful after graduation.

Transition goal timeline:

2019-2020	Identify goals for Transition, Career, and KSTAR departments.
2020-2021	Hiring of new staff, purchasing of software, training of new staff.
2021-2022	Implementation of software, finding/creation of curriculum, new program development (internships, KSTAR groups, IPS, etc)
2022-2023	Implementation of new curriculum materials, entrance and exit requirements for KSTAR, evaluation of software efficacy, community relationships for future work.
2023-2024	Ongoing maintenance of programs, evaluation of graduated students, further needs for Transition, Career and KSTAR departments.

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

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

KSBE Outcome #2

Kindergarten Readiness

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

Every summer, we send out the ASQ survey to those families who have a student entering Kindergarten in July. We send follow ups during August and provide support for families who have any questions. A paper version of the ASQ is made available to parents on request.

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 7th and 8th 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 provide 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 7th grade. During the 2018-19 school year, the transition coordinator began working with students in 6th grade as well to prepare them for the development of their IPS beginning in 7th grade. During the 2021-2022 school year, the transition coordinator and the career teacher added information gleaned from the Xello software.

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 powerpoint 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 8th 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 7th 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 th -11 th	<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 powerpoint and shares the update with their parents. Then the transition coordinator is available for questions/clarification.</p> <p>The 11th grade students attend the Olathe Chamber Career Fair.</p> <p>A limited number of internships are available for students in 11th and 12th grades.</p>
12 th	<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 students use PEPNet, a technology program developed for the Deaf that helps students with transition 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 powerpoint to their parents at their annual IEP. The transition coordinator is available for questions/clarification.</p> <p>A limited number of internships are available for students in 11th and 12th grades.</p>

KSBE Outcome #3

Individual Plan of Study

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

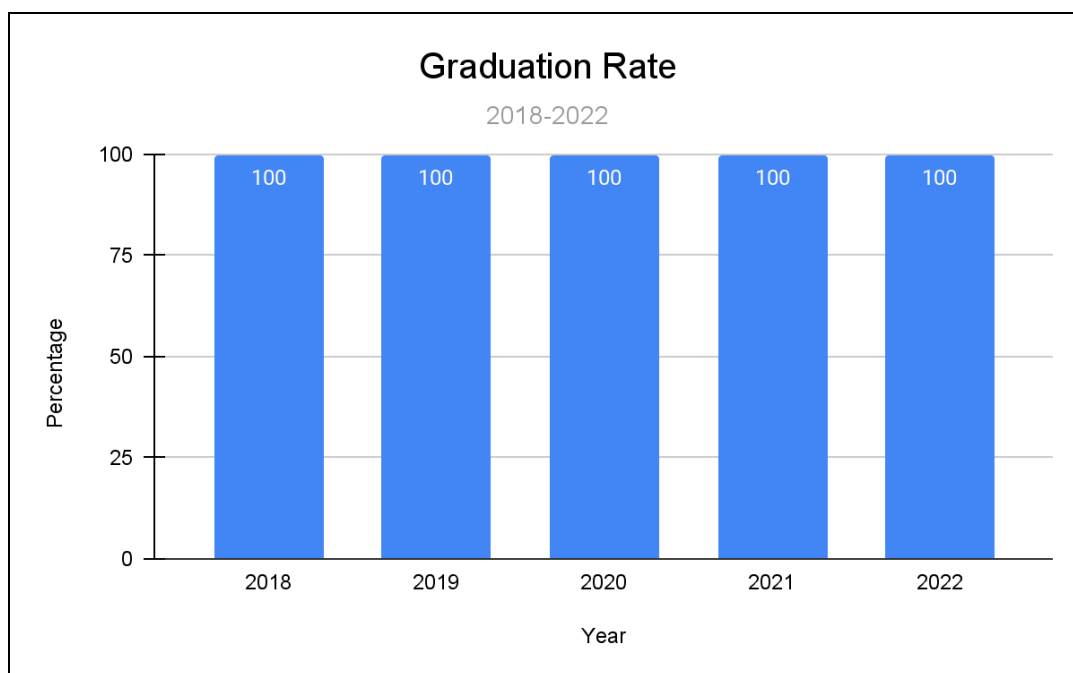
KSBE Outcome #4

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 five 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.

By 2026, 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.

KSBE Outcome #5

Postsecondary Completion/Attendance

At KSD, we work towards all of our students becoming successful upon graduation. Because of our small class sizes, we are able to follow up with our students more to evaluate their success after graduation. For our students, we break down success into the following categories:

- Enrollment in Higher Education
- Enrollment in Postsecondary Education/or training
- Enrollment in a Post High School Program (such as KSTAR)
- Employed by a business

In addition to these categories, we also get a total of students who are neither enrolled in a program nor employed. The graph below shows what our students do after graduating. With very small graduating classes, our percentages vary a great deal from year to year.

