

ATLANTA AREA SCHOOL FOR THE DEAF

CEASD ACCREDITATION SELF STUDY REPORT

March 3 – 6, 2019



ATLANTA AREA SCHOOL FOR THE DEAF

OUR MISSION

Our mission at Atlanta Area School for the Deaf is to provide a language-rich, student-centered learning environment through American Sign Language and English for the purpose of empowering our students to live independent, fulfilling lives and to become productive members of society.

OUR BELIEFS

- *We believe* optimal learning occurs in an English/ASL bilingual environment.
- *We believe* each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- *We believe* that school, family, and community support is critical to student achievement.
- *We believe* early intervention and language acquisition are imperative for student success.
- *We believe* in utilizing innovative and differentiated strategies that include the use of technology.
- *We believe* in ongoing, collaborative, professional learning to foster the continuous improvement of our program.

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An Overview of the Planning Process

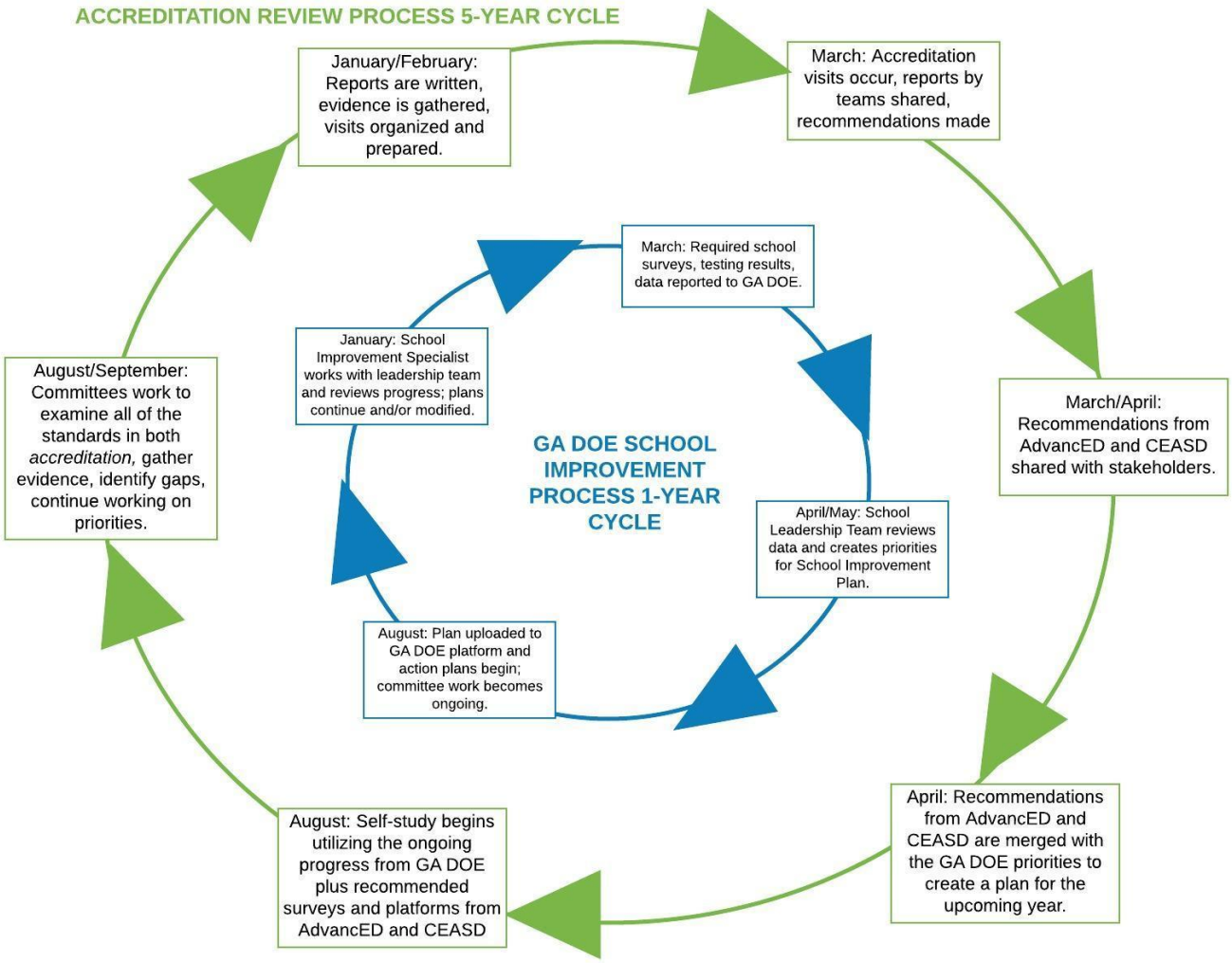
Atlanta Area School for the Deaf has undergone significant self-analysis and sustained improvement efforts through a number of avenues over the last five years. The school has engaged in ongoing self-improvement efforts through periodic accreditation reviews and state mandated processes. Our School Leadership Team has served as the core team for our self-improvement review team which also serves as the steering committee for the CEASD Self-Study process. This also includes having subcommittees for each standard assigned to staff members based on experience and expertise in each area. The School Leadership Team meets on a regular basis to review our School Improvement Plan progress, monitor student data and make adjustments if needed to address the needs of our students.

For the accreditation year, the School Leadership Team focused on reviewing survey results from various stakeholders as well as an assortment of student data to identify key strengths and priorities. The core accreditation planning team met on a regular basis to review and monitor timelines, and ensured self-study tasks were carried out accordingly. A variety of stakeholders including families and staff were invited to participate as appropriate on specific sub committees and they were also given opportunities to complete surveys. Various meetings were held to share information and updates about the accreditation process.

Opinion surveys were distributed to all stakeholders. The surveys administered included AdvancED Student, Parent, and Staff surveys, annual PBIS staff surveys, and Microsoft Form surveys for community input regarding school's mission. The subcommittees met to review the CEASD Standard indicators and identified top strengths and areas of need. Then the school members had the opportunity to review all subcommittee work to determine the overarching strengths and priorities. The School Leadership team met and analyzed results from the surveys and subcommittee work to narrow down the strength areas and areas offering room for improvement and then made recommendations for the overall school improvement plan. Results were shared with the school.

AASD Continuous Self Improvement Cycle/Timeline

Below is a visual representation of our continuous self-improvement process in a 1-year and 5-year cycle.



Planning Committees

Core Accreditation Planning committee	
John A. Serrano	Superintendent
Helen Malone	CTAE/Transition Department Head
Stacey Katz Shapiro	Outreach/Support Services Supervisor

School Leadership Team	
John A. Serrano, Superintendent	Stacey Katz Shapiro, Outreach/Support Services Supervisor
Helen Malone, CTAE/Transition Department Head	Angelica Matthews, CTAE Teacher
Elyse Ferrell, Middle School Department Head	Kimberly Thompson, Middle School Teacher
Ben Smith, Elementary Department Head	Sarah Sims, Elementary Teacher
Greg Owen, High School Department Head	Kayleen Pugh, High School Teacher
Patricia Lombardi, Parent Engagement Specialist	Keri Weiss, Literacy Coach
Lara Metcalf, Math Coach	

Accreditation Standards Sub-committees

Standard 1: Philosophy/Mission		**Standard 3: School Improvement Planning, Outreach & Viability**	
Standard 2: Governance & Leadership		**Team Lead: Stacey Katz-Shapiro & John A. Serrano**	
Team Lead: Stacey Katz Shapiro & John A.		*School Improvement Indicators*	*Outreach indicators*
Andrea Thow		Greg Owen	Audrey Shields-Clous
Lauren Bicknell-Gilbert		Ben Smith	Katie DeFeo
Krista Coggins		Helen Malone	Tanya Hall-Smith
Christy Caldwell		Christine Curtis	Wende Grass
Wendy Wolf		Patti Lombardi	Lori Schmidt
Ricardo Joseph		Kimberly Thompson	Cynda Roseblaum
Shamia Freeland		Elyse Ferrell	Dara Duggan
Karisha Hurbit		Sarah Sims	Kathy Hope
Helen Gazda		Keri Weiss	Heidi Evans
LaDonna Sutton			

Standard 4: Finances		**Standard 6: School Climate & Organization**
Standard 5: Facilities		**Standard 11: Student Life, Student Activities & Residential Living**
Team Lead: John A.		**Team Lead: Katie Davis & Katie Sagstuen**
Inge Palacinos		Kayleen Pugh
Jacob Schlosser		Reggie Bess
Tiki Underwood		Ashley Hodo
Lawrence Burris		Danielle Valdez

Elyse Ferrell		Francoise Fishel
Ben Smith		Kimberly Edgecombe
Marrie Tronlone		Jessica Dimmig-Russell
Stacey Shapiro		Marie Bicknell-Gilbert
Greg Owen		Crystal Daniels
Katie Sagstuen		Amanda Warren
Helen Malone		Patty Spurdlin
		Franchesa Johnson

Standard 7: Health and Safety		**Standard 8: Educational Program**
Standard 10: Student Services		**Team Lead: Helen Malone**
Team Lead: Marrie Tronolone & Elyse Ferrell		Terynce Butts
Amy Efron Cohen		Steven Masocco
Amber White		Emily Brannon
Laramie Burris		Angela Slade
Karla Stovall		Krystal Wilson
Natalie Perles		Becky Miller-Dumet
Carrie Kalberg		Emily Friedburg
Maria Hernandez		Beth Dieschow
Adam Garfinkle		Samantha Muniz
Carolyn Harris		
Ashley Thompson		
Darlene Thomas		
Deidre Wells		
LaRhonda Strickland		
Candace Jones		
James Daly III		

Standard 9: Assessment and Evidence of Student Learning		**Standard 12: Learning Resources and Information Technology**
Team Lead: Lori Schmidt		**Team Lead: Amanda Lee**
Lisa Buckner		Katrina Davidson
Keri Weiss		Daniel Caldwell
Dara Duggan		Michelle Weaver-Fudge
Lara Metcalf		Angie Matthews
Cayce Rogers		Matt Larucka
Heather Ahern		Glennis Matthews
Monique Barlow		Mallory Clark
Greg Reese		Joyce Fongbemi
Maria Ruckel		Lauren Bruce
Ashley Cox		

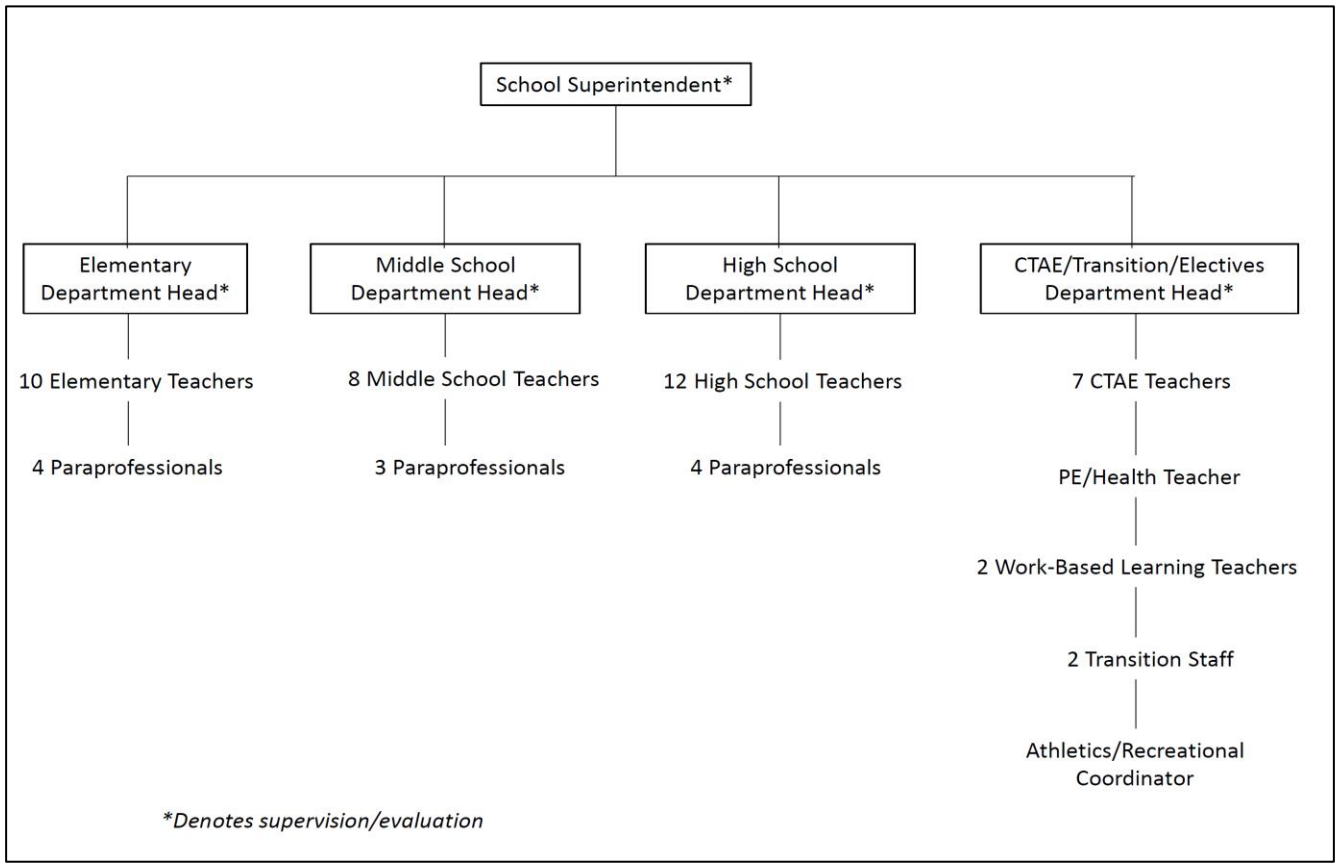
Profile of our school

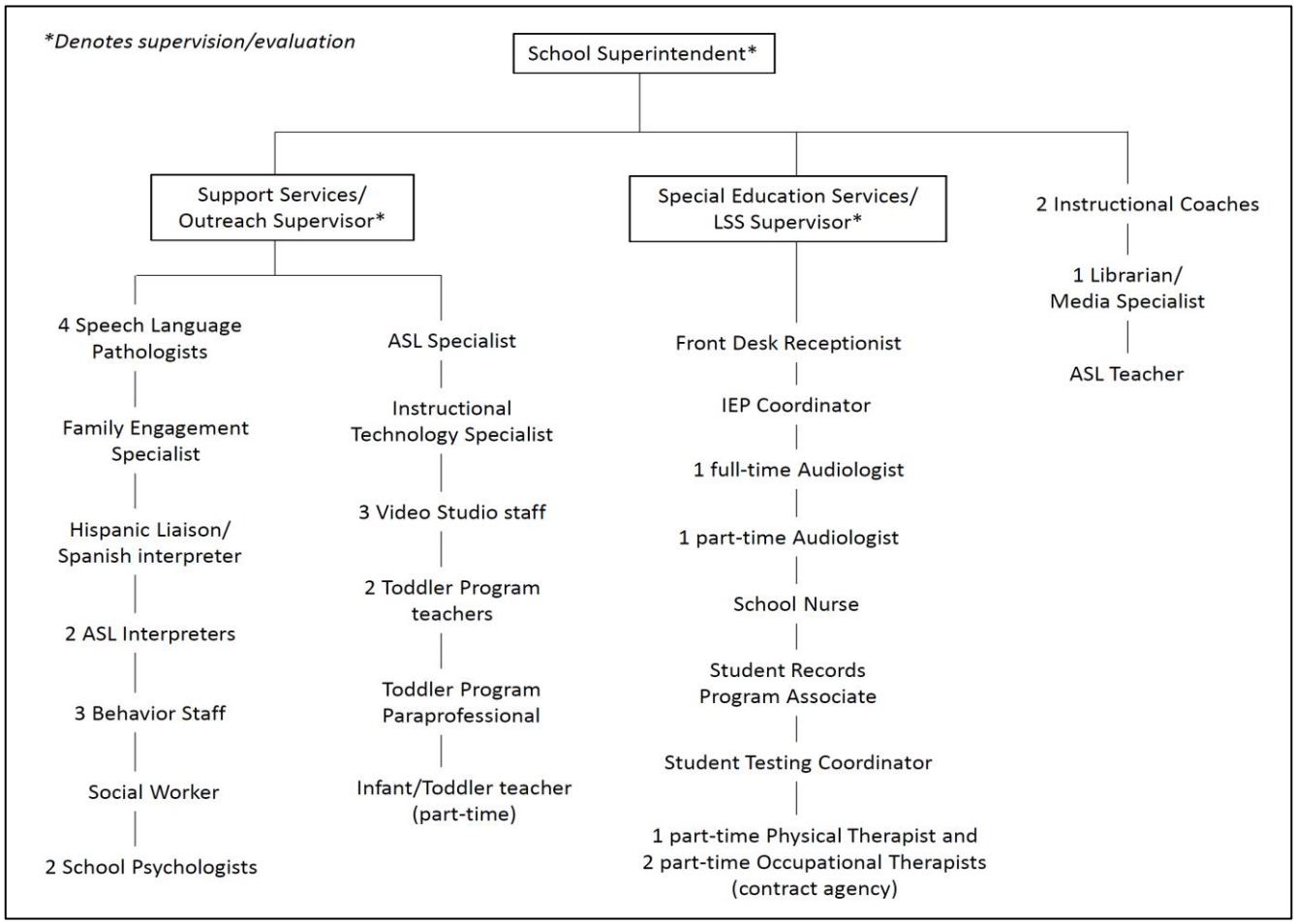
The Atlanta Area School for the Deaf (AASD) is a state-operated day school established for children who are deaf and hard of hearing. AASD is one of three state schools operated under the State Schools Office, a division of the Georgia Department of Education. The State Superintendent of Schools under Georgia Department of Education serves as the local superintendent, and the State Board of Education serves as the local board of education. AASD is funded through appropriations from the Georgia General Assembly and does not receive FTE funds. AASD was first accredited by the Southern Association of Colleges and Schools (SACS)/ AdvancED and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) in 1988 and has maintained full accreditation ever since.

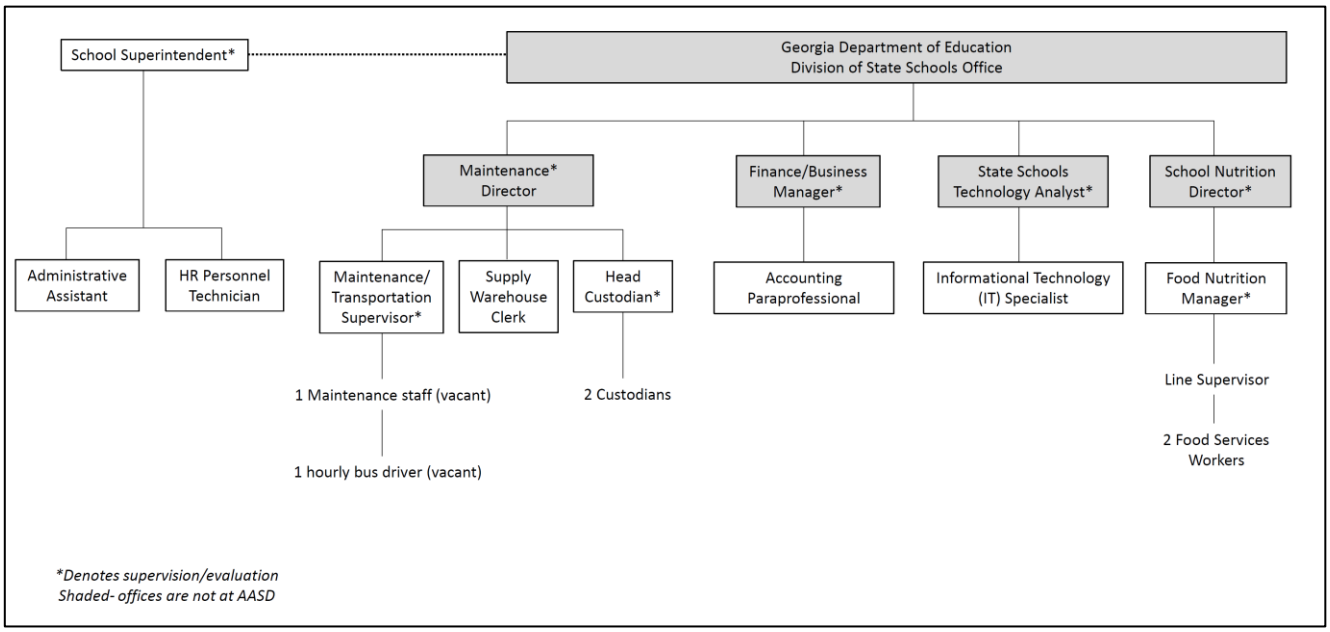
AASD is comprised of five buildings and is located on 14 acres in Clarkston, GA. AASD opened in 1972 with two buildings with approximately 80 students in preschool, elementary, and middle school. In 1978, a high school program was added with the first graduating class in 1983. Ever since, two more buildings were added which enabled AASD to expand programs and services. AASD is situated in Metro Atlanta and has served at least 35 local school systems within the past five years. Currently as of December 2018, AASD has 174 students: 58 in Early Childhood and Elementary; 39 in Middle School; and 90 in High School.

All students attending AASD are referred from their local school system. Placement at AASD is considered appropriate and necessary if it has been determined that the child's need cannot be met by the local school system. AASD specializes in providing appropriate educational programs for students who are deaf and hard of hearing, including students with multiple disabilities. Consequently, AASD has a varied student body of students ages 3 through 21 coming from a large catchment area of 30 local school systems including students from rural and urban Atlanta districts. Student transportation to and from school is a related service provided by the local school systems. In addition, AASD also serves children birth through three years old in our programs for Little Ones. This includes our 6-14 month Baby and Me program, 14-23 month Toddler Time Ones and 24-36 month Toddler TIme Twos. This year we expanded the Toddler Time Twos in partnership with the state's early intervention services known as Georgia P.I.N.E.S (Parent Infant Network for Educational Services) to be a full day program. Families of students aged under 3 years old are responsible for providing their own transportation. Once they turn 3, IEP meetings are conducted to initiate special education services and to determine placement. AASD's instructional day is tied directly to local school systems' transportation schedules. The local school systems cannot adjust their route schedules because they must provide transportation services to their own students as well as to AASD students.

As a result of the last accreditation review, there have been organizational changes that have impacted the school. The School Principal position has changed its position title as the School Superintendent. At the previous review, the Principal used to serve a dual role of instructional leader and school director but as a result of the accreditation review, the organizational structure was redesigned to optimize staffing and resources. In addition to the school-level Superintendent, four Department Heads were added to the organizational structure, Elementary, Middle School, High School and Career Technology Agriculture Education/Transition. The current school-level superintendent is in his second year at AASD, replacing a long-time AASD superintendent/principal who retired at the end of the 2016-2017 school year. Below is an organizational chart that lists of all of the supervisors and employees at AASD.


School Superintendent*
Elementary Department Head*
Middle School Department Head*
High School Department Head*
CTAE/Transition/Electives Department Head*
10 Elementary Teachers
4 Paraprofessionals
8 Middle School Teachers
3 Paraprofessionals
12 High School Teachers
4 Paraprofessionals
7 CTAE Teachers
PE/Health Teacher
2 Work-Based Learning Teachers
2 Transition Staff
Athletics/Recreational Coordinator
*Denotes supervision/evaluation


*Denotes supervision/evaluation
School Superintendent*
Support Services/ Outreach Supervisor*
Special Education Services/ LSS Supervisor*
2 Instructional Coaches
4 Speech Language Pathologists
Family Engagement Specialist
Hispanic Liaison/ Spanish interpreter
2 ASL Interpreters
3 Behavior Staff
Social Worker
2 School Psychologists
ASL Specialist
Instructional Technology Specialist
3 Video Studio staff
2 Toddler Program teachers
Toddler Program Paraprofessional
Infant/Toddler teacher (part-time)
Front Desk Receptionist
IEP Coordinator
1 full-time Audiologist
1 part-time Audiologist
School Nurse
Student Records Program Associate
Student Testing Coordinator
1 part-time Physical Therapist and 2 part-time Occupational Therapists (contract agency)
1 Librarian/ Media Specialist
ASL Teacher



AASD Staff Profile

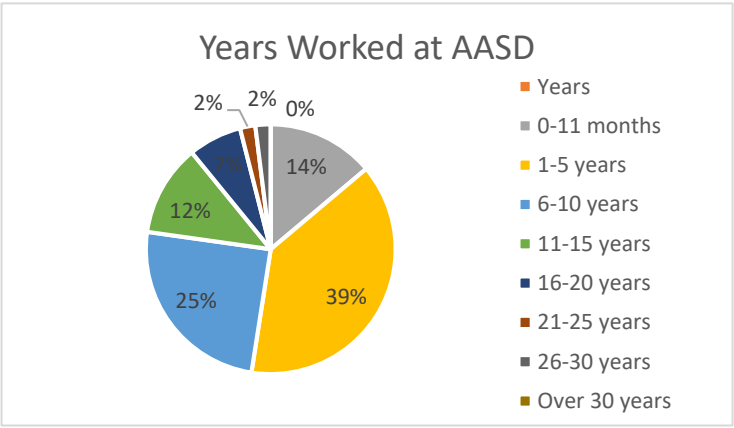
Since the last accreditation review, there have been some changes in some of our staff demographics. AASD currently has 123 staff including substitute teachers and hourly employees. There have been some retirements and we have made new key staff hires. 39% of our staff have worked at AASD between 1-5 years, 25% at 6-10 years at 25% and 14% are in their first year of work at AASD. This doesn't include additional work experience outside of AASD. 68% of our entire staff have been at AASD 10 years or less. The remaining 32% have worked at AASD more than 10 years. This is a 7% increase of less experienced staff than the last accreditation visit. The majority of the 1-5 years staff are classroom teachers. The number of classroom teachers/staff with at least 15 years or more has decreased slightly due to staff retirements in the past five years. Since the last accreditation the School Superintendent also retired. In the past several years, we have ramped our efforts to improve our retention efforts through our teacher induction program and various staff appreciation activities as an effort to boost staff morale.

Staff Demographics

The majority of our AASD staff have worked at AASD between 1-5 years which do not include additional working experience outside of AASD.

Staff by Years worked at AASD

Years	#	
0-11 months	17	14%
1-5 years	48	39%
6-10 years	30	25%
11-15 years	15	12%
16-20 years	8	7%
21-25 years	2	2%
26-30 years	2	2%



Below is a chart showing the educational degrees of our teaching staff and their teaching experience both inside and outside of AASD.

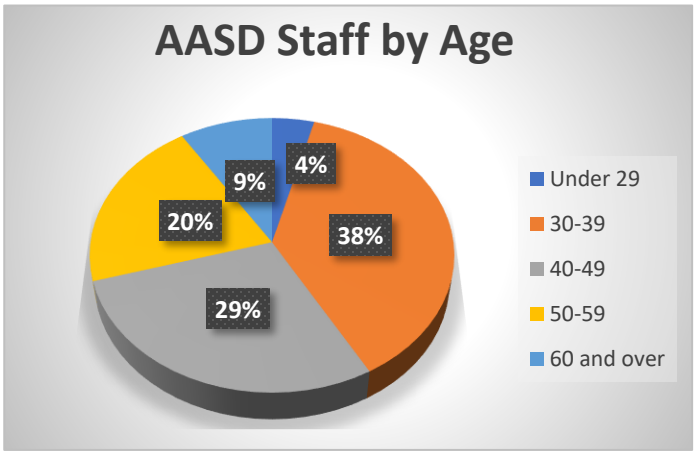
Last Name	First Name	Location of program completion	Bachelor's (In/Out of State)	Master's (In/Out of State)	Years worked at AASD	Years worked outside of AASD
Ahern	Heather	University of North Florida	Out	Out	3	1
Bess	Reggie	Valdosta State University	IN	IN	3	0
Bicknell-Gilbert	Marie	McDaniel College	IN	Out	8	0
Bicknell-Gilbert	Lauren	Canisus College	Out	Out	3	0
Brannon	Emily	Valdosta State University	IN	IN	2	0
Bruce	Lauren	University of Tennessee	Out	Out	6	0
Butts	Terynce	RIT	Out	Out	7	0
Caldwell	Cristy	Valdosta State University	IN	IN	2	1
Clark	Mallary	University of Tennessee	Out	Out	3	0
Cox	Ashley	Gallaudet	Out	Out	2	0
Curtis	Christine	RIT	Out	Out	6	0
Daly	James	Cali. State Uni - Northridge	IN	Out	0	11
Daniels	Crystal	Converse College	Out		9	0
Davis	Katie	Georgia State University	IN	Out	5	0
Deal Barlow	Monique	University of Tennessee	Out	Out	1	3
Dimmig-Russell	Jessica	Canisus College	Out	Out	5	0
Ferrell	Elyse	Columbus State Uni	Out	IN	9	7
Fishel	Francoise	Gallaudet	Out	Out	1	24
Friedberg	Emily	McDaniel College	Out	Out	9	9
Garfinkel	Adam	RIT	Out	Out	13	1
Gazda	Helen	Georgia State University	Out	IN	10	2
James	Christine	Currently in program	Out	IN	0	0
Jones	Candace	Valdosta State University	Out	IN	7	0
Kaplan	Phoebe	University of North Carolina	Out		0	0
Laucka	Matthew	Gallaudet	Out	Out	8	4
Masocco	Steven	RIT	Out	Out	6	0
Mathews	Angelia	Kent State University	Out	Out	18	5
Matthews	Glennis	Clark State University	IN	IN	7	3
Miller-Dumet	Rebecca	University of North Florida	Out	Out	7	2
Mueller	Bonnie	RIT	Out	Out	5	1
Muniz	Samantha	Valdosta State University	IN	IN	2	1
Pugh	Myrna	Western MD College	Out	Out	12	21
Reese	Gregory	Georgia State University	Out	IN	3	10

Richardson	Doug	FSU	Out		0	5
Rogers	Cayce	Georgia State University	IN	IN	3	0
Ruckel	Maria	Georgia State University	IN		8	0
Shields-Cloues	Audrey	Georgia State University	Out	IN	8	1
Sims	Sarah	Uni. Of Tenn	Out	Out	6	2
Slade	Angela	Liberty University	IN	Out	0	0
Sutton	LaDonna	Grand Canyon Uni.	IN	Out	11	2
Thompson	Kim	Georgia State University	Out	IN	8	0
Weaver	Michelle	Jacksonville State Uni	Out		19	0
Wells	Diedre	Canisus College	Out	Out	16	0
Wilson	Krystle	Kaplan University	Out	IN	1	1

At the last accreditation visit, the staff was divided evenly in terms of age. However, the trend has changed as the majority of our staff are currently between ages 30 to 39 while other age groups have decreased slightly.

AASD Staff by Age

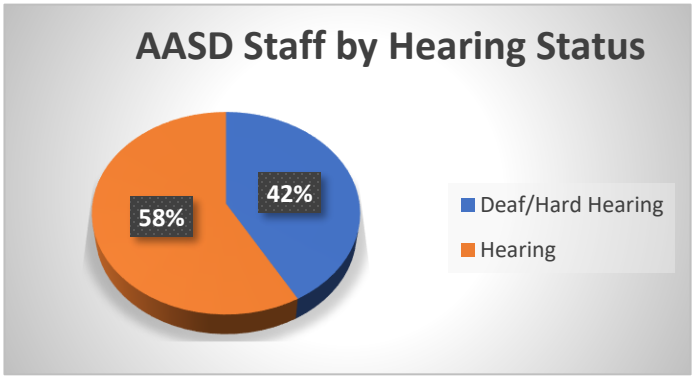
Age	#	Percent
Under 29	5	4%
30-39	46	38%
40-49	35	29%
50-59	25	20%
60 and over	11	9%



There has been an increase in the number of deaf teachers and staff since the last accreditation visit. 25% of the AASD employees were either Deaf/Hard of Hearing but this year, it is now at 42%. This is a result of our ongoing efforts to increase the number of Deaf/Hard of Hearing employees as a way to increase the exposure of Deaf/Hard of Hearing role models for our students since the beginning of our transformation to a bilingual school.

AASD Staff by Hearing Status

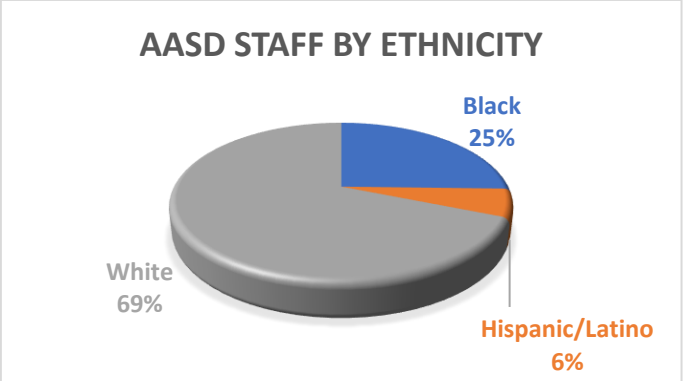
Status	#	Percent
Deaf/Hard Hearing	51	42%
Hearing	71	58%



The majority of our staff are white at 69% while 25% are Black and 6% are Hispanic. We recognize that the majority of our students are of color (83%) and that it's essential for our students to have equitable access to staff of color. We are constantly seeking ways to recruit highly qualified staff of color. And Diversity sensitivity and awareness activities have been emphasized the last few years.

AASD Staff by Ethnicity

Ethnicity	#	Percent
Black	31	25%
Hispanic/Latino	7	6%
White	84	69%



In light of the Every Student Succeeds Act (ESSA) state plan, state certification requirements were revised to reflect professional qualifications. Our classroom teachers are expected to be professionally qualified by possessing appropriate content certification for their teaching assignments. At the beginning of the school year, the leadership team including the HR office created individual plans for non-PQ teachers to create paths to becoming professionally qualified including take the Georgia Assessments for the Certification of Educators (GACE).

The following chart indicates the Georgia Teaching Certificate Levels, including professional qualifications and Deaf Education certification status, of our staff. According to the Georgia Professional Standards Commission, the codes stand for: T4=Bachelors, T5=Masters, T6=Specialist or ABD, T7=Phd

First Name	Last Name	# of years teaching experience	Deaf Education Certification	Professional Qualification	Expiration Date	Certificate Level
Teachers						
Heather	Ahern	4	Yes	Yes	2023	T5
Reginald	Bess	4	Yes	No	2023	T5
Marie	Bicknell-Gilbert	8	Yes	No	2023	T5
Lauren	Bicknell-Gilbert	3	Yes	Yes	2022	T5
Emily	Brannon	2	Yes	No	2019	T5
Lauren	Bruce	6	Yes	No	2020	T5
Terynce	Butts	7	Yes	Yes	2021	T5
Cristy	Caldwell	3	Yes	Yes	2023	T5
Jordan "Mallory"	Clarke	3	Yes	No	2023	T5
Ashley	Cox	2	Yes	No	2019	IN4
Christine	Curtis	6	Yes	No	2019	T5
James	Daly	10	Yes	No	2023	T5

Crystal	Daniels	9	Yes	No	2019	T4
Monique	Deal Barlow	3	Yes	No	2022	T5
Jessica	Dimmig-Russell	5	Yes	Yes	2023	T5
Francoise	Fishel	8	Yes	Yes	2022	T5
Emily	Friedberg	9	Yes	Yes	2019	T5
Helen	Gazda	2	Yes	No	2020	T5
Christine	James	0	Yes	No		waiting for certificate
Candace	Jones	3	Yes	No	2020	T5
Phoebe	Kaplan	1	Yes	No	2021	T4
Matthew	Laucka	8	Yes	Yes	2020	T5
Steven	Masocco	6	Yes	Yes	2022	T5
Angelia	Mathews	18	Yes	Yes	2022	T6
Glennis	Matthews	7	Yes	No	2022	T5
Rebecca	Miller-Dumet	7	Yes	No	2021	T5
Bonnie	Mueller	6	Yes	Yes	2023	T5
Samantha	Muniz	4	Yes	Yes	2019	T5
Myrna	Pugh	12	Yes	Yes	2021	T5
Gregory	Reese	19	Yes	No	2020	T5
James	Richardson	5	Yes	Yes	2023	T4
Cayce	Rogers	2	Yes	No	2023	T5
Maria	Ruckel	7	Yes	Yes	2021	T4
Angela	Slade	0	Yes	No	2021	IN2
Audrey	Shields-Cloues	5	Yes	Yes	2022	T5
Sarah	Sims	6	Yes	Yes	2020	T5
LaDonna	Sutton	11	No	Yes	2019	T6
Kim	Thompson	8	Yes	Yes	2021	T5
Michelle	Weaver	19	Yes	No	2019	T4
Diedre	Wells	16	Yes	Yes	2022	T5
Krystle	Wilson	2	Yes	No	2019	IN4

First Name	Last Name	Expiration Date	Certificate Level
Support Teachers			
Buckner	Lisa	2021	T5
Davis	Katie	2019	T5
Ferrell	Elyse	2022	L6
Garfinkel	Adam	2020	T5
Grass	Wende	2019	T5

Lee	Amanda	2023	T6
Malone	Helen	2019	L6
Metcalf	Lara	2021	T5
Owen	Gregory	2023	T5
Pereles	Natalie	2023	T6
Serrano	John	2022	T5
Shapiro	Stacey	2020	T5
Smith	Benjamin	2020	T6
Thompson	Ashley	2019	L6
Tronolone	Marrie	2022	L6
Weiss	Keri	2019	T5

First Name	Last Name	Expiration Date	Certificate Level
Service Certificate			
Amy	Cohen Efron	2019	S
Katherine	DeFeo	2019	S
Elizabeth	Dierschow	2019	S
Kimberly	Edgecombe	2022	S
Joyce	Fongbemi	2021	S
Katherine	Hudspeth	2021	S
Lori	Schmidt	2019	S
Andrea	Thow	2021	S
Amber	White	2021	S
Wendy	Wolf	2021	S

First Name	Last Name	Expiration Date
Paraprofessional		
Janeth	Aguirre	pursing
Krista	Coggins	2019
Karisha	Hurlbut	2021
Franchesca	Johnson	2020
Ricardo	Joseph	pursing
Naomi	Martuzas	2023
LaRhonda	Strickland	2023
Darlene	Thomas	2023
Danielle	Valenza	2023
Amanda	Warren	2023
First Name	Last Name	Expiration Date
Non-Instructional Aide		
Shamia	Freeman	2019

Community Profile

Even though AASD is a day program, we serve students and families that are scattered all over the metropolitan Atlanta area. Given our families' varying geographical distances, maintaining a strong family involvement and presence at AASD continues to challenge us. In the past several years since the last accreditation, we have made some strides in boosting family involvement. We continue to provide weekend ASL classes for community members and families including siblings. This school year, we are experimenting the concept of providing satellite ASL classes based on interest from families as we are offering classes in two cities slightly outside of metro Atlanta area, Stockbridge and Lilburn. We've hosted a variety of community and family events that usually draw large crowds of families and community members such as Fall Festival which is similar to a school homecoming for many schools. Last year, we hosted Back to School Bash to welcome the new superintendent and his family, and it was very well attended. We also hosted ASL performances and student panels as an effort to draw more families. In addition, we have a School Council that makes up mostly of parents and the council meet every two months. The school council meetings give parents the opportunity to provide input on our planning process including our school calendar development, budget, school events and many more.

Given the high level of scrutiny on school safety, we recognized the need to maintain a good relationship and open communication with the Clarkston Police Department and local emergency responders. Over the years, we strengthened our partnership with Clarkston Police Department and local emergency responders and we've attended the state's annual School Safety Conference which is usually attended by school administrators, emergency responders and safety resource officers. We have regular communication with Dekalb Emergency Management Agency (DEMA) regarding weather emergencies and other safety-related issues. Last fall, we hosted our first Open House for emergency first responders to give the them opportunity to learn more about our students' unique needs and school. It was very well received as over 20 responders showed up. We have hosted workshops inviting local enforcement officials to give presentations to our families on a variety of topics such as internet safety and drug trends. We've hosted visits from GaDOE leadership to perform safety audit visits where they toured the school and made recommendations to improve our safety measures for students and staff.

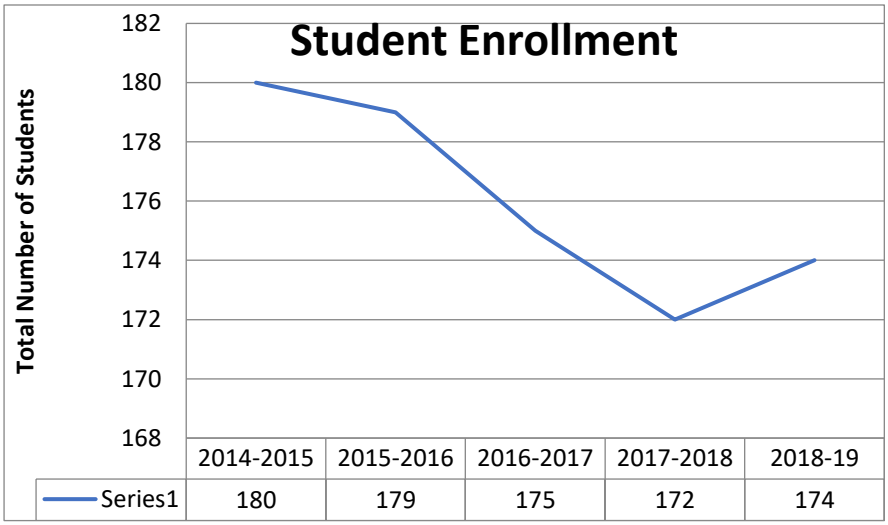
Being a bilingual school serving D/HH students, we strive to maintain a visible presence in the deaf community by hosting a variety of community events. Our annual go-to event, Fall Festival is a popular event that usually draws large crowds. We host a variety of presenters, particularly Deaf/HH presenters to expose our students to as many deaf role models as possible. This allows us to develop a network with our local deaf leaders and members. In addition, we give monthly school tours for community members and outsiders who are interested in learning more about AASD. We also have ongoing partnership with several local teacher preparation programs where they send us their student teachers to work with our teachers depending on availability. Some notable programs are the University of Tennessee, Valdosta State University, Georgia State University, Rochester Institute of Technology and Gallaudet University. We also work with colleges and universities on conducting university research projects. We utilize a research request form that requires researchers to clearly outline the project, planning time that will be required of the teacher/staff/parent, and any instructional time impact. It also ensures IRB approval. We work hard to support research that furthers our mission and supports program for Deaf/Hard of Hearing students yet also maintain our regular schedule and minimize impact to students and staff.

Our alumni have not been as active as we would like for them to be. We have an official alumni group who meet on an irregular basis, and last year for the first time, we hosted a big breakfast celebration for

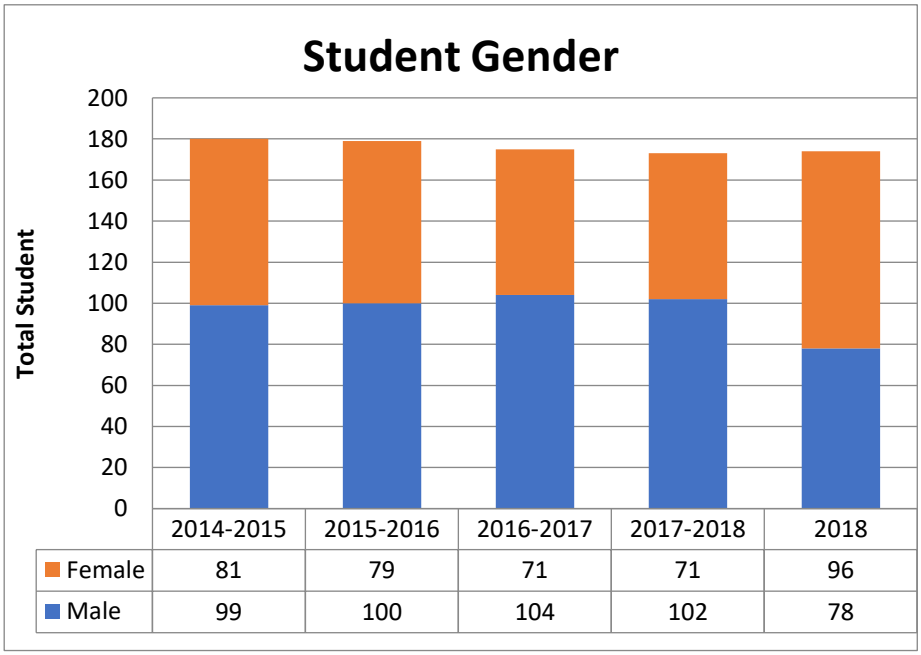
alumni to recognize our 45th anniversary on the morning of the Fall Festival day. We had such a great turnout and we hope to continue this tradition to maintain alumni interest and involvement. However, we do have a large turnout of alumni at our Fall Festival, Graduation celebrations, and for all our sport events particularly basketball. Currently at least six of our staff are either AASD graduates or have attended AASD at some point.

Student Enrollment and Demographic Data

Our current student enrollment is 174. Over half of our student body are on Free and Reduced Lunch (61%). Compared to the last accreditation visit, we had 180 students. In the past ten years, we've seen a gradual drop though our enrollment has been somewhat consistent in the past five years hovering above 170. Below is a chart showing our enrollment in the past five years.

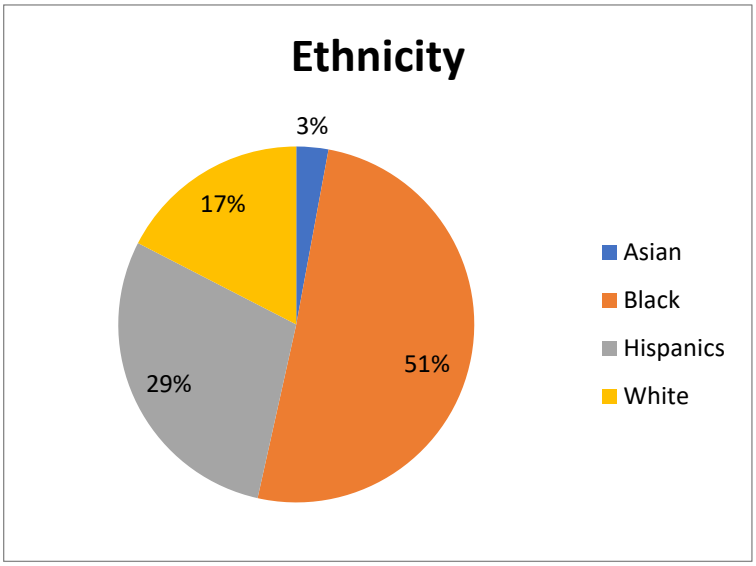


There are more female students than male students which was the opposite from the last accreditation visit.

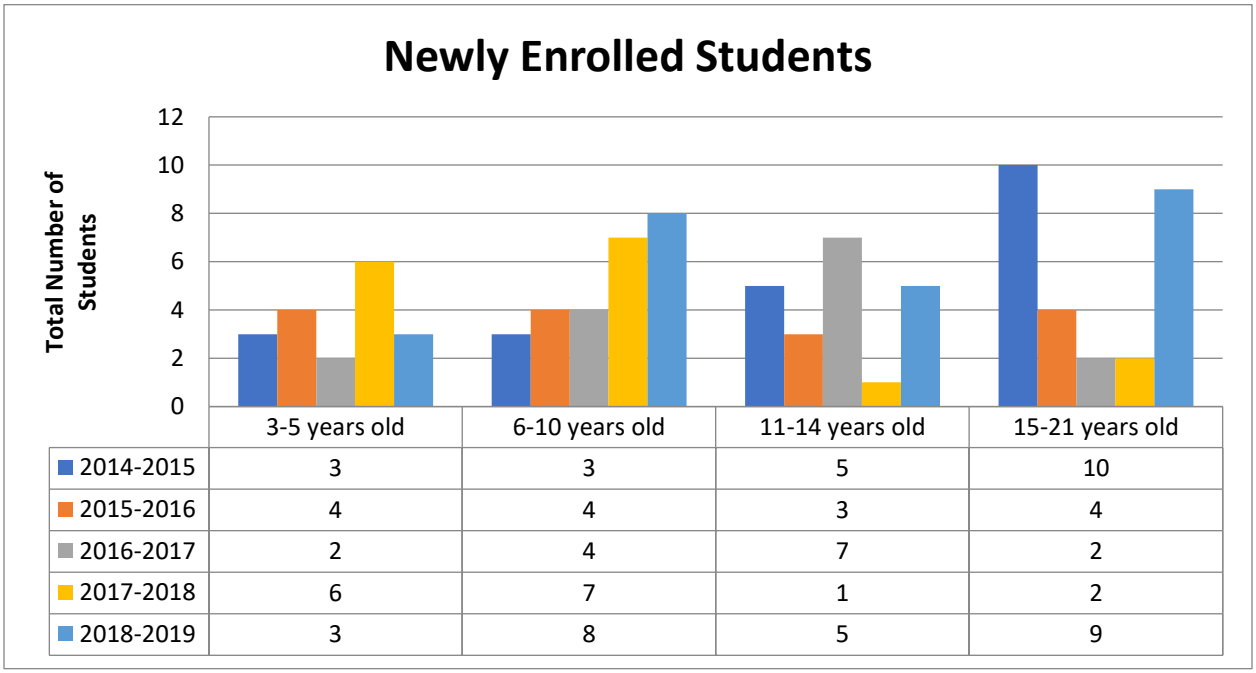


83% of our enrolled students are of color with 51% representing black students, 29% representing Hispanic with Asians making up 3%. 15% are white students.

Students by Ethnicity	
Asian	5
Black	87
Hispanics	50
White	30



Since 2014-2015, AASD has averaged about 17 new students per year. However, during the 2018-2019, we've admitted 25 new students as of December 2018.



	3-5 years old	6-10 years old	11-14 years old	15-21 years old
2014-2015	3	3	5	10
2015-2016	4	4	3	4
2016-2017	2	4	7	2
2017-2018	6	7	1	2
2018-2019	3	8	5	9

Below is information concerning the number of student withdrawals over the past five years since the last accreditation visit. This does not include those who have aged out and/or met their graduation/IEP requirements.

2018-2019	5 (as of January 18)
2017-2018	10
2016-2017	8
2015-2016	16
2014-2015	13
2013-2014	15

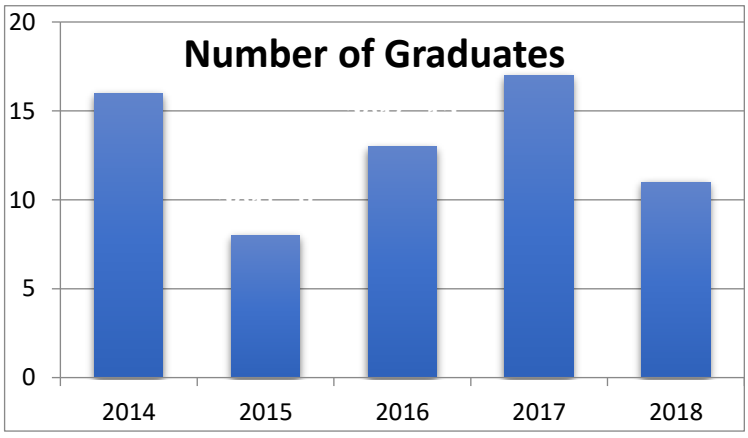
Here at AASD, we serve students from 41 counties with Gwinnett county serving as our largest county with 28 students. Dekalb is the county where AASD is in, and at the last accreditation visit, we had 37 students from Dekalb, making it the largest county. However, in the past several years, there has been a significant decrease and we currently serve 18 students from Dekalb county.

Total Number of Students from Each County					
Counties	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Atlanta City	6	14	11	11	15
Banks	1	2	4	1	15
Barrow	1	1	1	1	1
Bibb	3	3	5	5	3
Buford City	1	1	0	0	0
Butts	0	0	0	0	0
Carroll	0	1	0	0	0
Cherokee	0	0	0	0	0
Clarke	1	2	2	4	3
Clayton	14	11	16	15	16
Cobb	13	13	15	14	12
Commerce City	0	1	0	0	0
Coweta	1	1	1	0	0
Dekalb	37	34	24	20	18
Douglas	1	3	3	1	3
Fayette	3	2	2	0	2
Fulton	15	10	10	10	16
Gainsville City	0	2	8	2	2
Greene	2	2	0	2	1
Gwinnett	30	29	29	30	28

Habersham	0	0	0	0	0
Hall	8	6	0	6	5
Henry	16	16	16	11	10
Houston	0	0	0	0	2
Jackson	1	0	0	3	0
Jasper	3	3	0	3	3
Jones	0	0	0	0	1
Marietta City	0	1	0	1	0
Monroe	2	1	0	2	3
Morgan	0	0	0	0	1
Newton	5	3	10	4	3
Oconee	0	0	0	0	1
Paulding	1	0	0	1	1
Putnam	1	1	1	1	1
Rabun	2	2	0	2	2
Rockdale	4	6	7	5	8
Spalding	0	1	0	0	1
Stephens	0	0	0	0	0
Twiggs	0	0	1	1	1
Upson	1	1	2	2	3
Walton	6	6	5	6	6
Total:	179	179	173	164	174

Our number of graduates fluctuates from year to year. At the end of the 2017-2018 school year, 11 students graduated from AASD. For the 2018-2019 school year, we will have 18 graduates.

Number of student graduates				
2014	2015	2016	2017	2018
16	8	13	17	11



Student Performance Data

At the Atlanta Area School for the Deaf, our students participate in all mandatory Georgia state-wide assessments in addition to our local formative and summative assessments. All kindergarten students participate in the Georgia Kindergarten Inventory of Developing Skills (GKIDS). All students in 3rd through 8th grades participate in the Georgia Milestones End-Of-Grade assessments (EOG) or the Georgia Alternative Assessment (GAA) for those with documented significant cognitive disabilities. Implemented in 2014, the Georgia Milestones Assessment System is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measure how well students have learned the knowledge and skills outlined in the state standards (Georgia Standards of Excellence- GSE) in English Language Arts, mathematics, science, and social studies. All students in grades 3 through 8 are assessed in English and Language Arts and Mathematics. Students in grades 5 and 8 are also assessed in the areas of Science and Social Studies. For students in 9th through 12th grades, they participate in the Georgia Milestones End-Of-Course assessment for each of the ten courses determined by the State Board of Education. The EOC are administered upon the completion of the course which serve as the final exam for the course, contributing 20% of the student's final course grade.

These score reports are uploaded to the Statewide Longitudinal Data System (SLDS). The SLDS is designed to help our district, schools, and teachers make informed, data-driven decisions to improve student learning. The data for this report was retrieved from SLDS and is comprised of four testing years, 2015-2018.

Description of the test scores: Beginning learners are considered to have failed the test and are not showing academic proficiency in academic test areas at their grade level. Developing Learners are considered to have "passed" the state test. However, developing learners are considered to only have partial proficiency in the knowledge and skills necessary for their grade level. These students are usually referred for remediation and academic support while being monitored for academic progress. Proficient learners are on grade level, which is the State of Georgia's expectations. Distinguished students exceed in their knowledge and skills of the grade level expectations.

Comparison of AASD to the other State Schools: When comparing the scores of AASD to the other two state schools, the needs of the students and the accommodations they receive are different from school to school. It is important to consider that when comparing the outcomes and the results of the testing scores.

The accommodations for the students at AASD include (but are not limited to) double time, Video Sign Language (VSL) interpreting of the test questions and test directions, frequent breaks, use of amplification devices (hearing aids or cochlear implants), special needs classroom, and small group testing.

It must be noted for the purpose of this report that the scores for the Georgia Milestones (EOG and EOC) during the 2017-18 school year, in our opinion, do not reflect an accurate picture of what our students know at each grade level or content area. In the previous years, classroom teachers signed the test questions for test takers. As an effort to standardize how the tests are administered to Deaf and Hard of Hearing students using sign language across the state, the Georgia Department of Education developed Video Sign Language (VSL) which are embedded in the online tests. During the 2017-2018 school year, VSL was introduced for the first time to students and some students struggled with knowing how to accurately use the interpreter in the testing platform and go through the test at their own pace.

In prior years, the test examiner was the interpreter and the testing groups were required to stay with the teacher for each question of the test. Some students chose not to use VSL or rushed through even though the test examiners gave reminders and checked with the students for a chance to review the test prior to submission. There was a huge increase in the use of the VSL interpreter for the Winter 2018 test sessions. Scores have not yet returned.

Georgia Milestones End-of-Grade Assessments

Content Area	Grade	Scale Score Ranges			
		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
English Language Arts	3	180 to 474	475 to 524	525 to 580	581 to 830
	4	210 to 474	475 to 524	525 to 573	574 to 775
	5	210 to 474	475 to 524	525 to 586	587 to 760
	6	140 to 474	475 to 524	525 to 598	599 to 820
	7	165 to 474	475 to 524	525 to 591	592 to 785
	8	225 to 474	475 to 524	525 to 580	581 to 730
Mathematics	3	290 to 474	475 to 524	525 to 579	580 to 705
	4	270 to 474	475 to 524	525 to 584	585 to 715
	5	265 to 474	475 to 524	525 to 579	580 to 725
	6	285 to 474	475 to 524	525 to 579	580 to 700
	7	265 to 474	475 to 524	525 to 579	580 to 740
	8	275 to 474	475 to 524	525 to 578	579 to 755
Science	5	160 to 474	475 to 524	525 to 594	595 to 780
	8	165 to 474	475 to 524	525 to 592	593 to 785
Social Studies	5	290 to 474	475 to 524	525 to 554	555 to 665
	8	240 to 474	475 to 524	525 to 571	572 to 715

Georgia Milestones End of Course Assessments (EOC)

Achievement Levels								
	Achievement Level 1: Beginning Learner		Achievement Level 2: Developing Learner		Achievement Level 3: Proficient Learner		Achievement Level 4: Distinguished Learner	
	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score
Ninth Grade Literature and Composition	220 to 474	0 to 67	475 to 524	68 to 79	525 to 586	80 to 91	587 to 735	92 to 100
American Literature and Composition	190 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 750	92 to 100
Coordinate Algebra	215 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 790	92 to 100
Analytic Geometry	185 to 474	0 to 67	475 to 524	68 to 79	525 to 595	80 to 91	596 to 810	92 to 100
Algebra I	200 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 785	92 to 100
Geometry	180 to 474	0 to 67	475 to 524	68 to 79	525 to 595	80 to 91	596 to 815	92 to 100
Biology	140 to 474	0 to 67	475 to 524	68 to 79	525 to 608	80 to 91	609 to 820	92 to 100
Physical Science	145 to 474	0 to 67	475 to 524	68 to 79	525 to 603	80 to 91	604 to 815	92 to 100
United States History	215 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 765	92 to 100
Economics/ Business/Free Enterprise	140 to 474	0 to 67	475 to 524	68 to 79	525 to 609	80 to 91	610 to 830	92 to 100

Review of Georgia Milestones- End of Grade by Subject Area (Grades 3-8)

English/Language Arts (including Writing)

	2014-15	2015-16	2016-17	2017-18
Grade 3	67% Beginning Learner 33% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	89% Beginning Learner 0% Developing Learner 11% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 4	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	75% Beginning Learner 25% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	89% Beginning Learner 11% Developing Learner 0% Proficient Learner 0% Distinguished Learner

Grade 5	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	75% Beginning Learner 25% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 6	88% Beginning Learner 13% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	92% Beginning Learner 8% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 7	80% Beginning Learner 20% Developing Learner 0% Proficient Learner 0% Distinguished Learner	90% Beginning Learner 10% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 8	80% Beginning Learner 20% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	91% Beginning Learner 9% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
COMBINED (All Grade Levels)	**86% Beginning Learner 14% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**96% Beginning Learner 4% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**92% Beginning Learner 6% Developing Learner 2% Proficient Learner 0% Distinguished Learner**	**98% Beginning Learner 2% Developing Learner 0% Proficient Learner 0% Distinguished Learner**

ELA Summary: In the area of English/Language Arts, AASD still demonstrates this to be an area of weakness. From the 2014-15 to 2016-17 testing year there was a 6% increase in the number of students demonstrating scores at the Beginning Learner level. This means that 92% of our students read significantly below grade level. There was an 8% decrease in Developing Learners, but the number of Proficient Learners remained the same at 2%.

Mathematics

	2014-15	2015-16	2016-17	2017-18
Grade 3	67% Beginning Learner 33% Developing Learner 0% Proficient Learner 0% Distinguished Learner	86% Beginning Learner 14% Developing Learner 0% Proficient Learner 0% Distinguished Learner	78% Beginning Learner 22% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 4	80% Beginning Learner 20% Developing Learner 0% Proficient Learner 0% Distinguished Learner	75% Beginning Learner 25% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	67% Beginning Learner 33% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 5	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	75% Beginning Learner 25% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 6	88% Beginning Learner 13% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 7	90% Beginning Learner 10% Developing Learner 0% Proficient Learner 0% Distinguished Learner	90% Beginning Learner 10% Developing Learner 0% Proficient Learner 0% Distinguished Learner	86% Beginning Learner 14% Developing Learner 0% Proficient Learner 0% Distinguished Learner	91% Beginning Learner 9% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 8	90% Beginning Learner 10% Developing Learner 0% Proficient Learner 0% Distinguished Learner	80% Beginning Learner 20% Developing Learner 0% Proficient Learner 0% Distinguished Learner	55% Beginning Learner 46% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
COMBINED (All Grade Levels)	**88% Beginning Learner 12% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**90% Beginning Learner 10% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**82% Beginning Learner 18% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**92% Beginning Learner 8% Developing Learner 0% Proficient Learner 0% Distinguished Learner**

Math Summary: Between the testing years of 2014-15 and 2016-17 the was a 6% decrease in the number of students who tested at the Beginning Learner level. The number of students who tested at the Developing Learner level increased by 6%. The number of Proficient Learners remained the same as there were not any students proficient at any grade level.

Science

	2014-15	2015-16	2016-17	2017-18
Grade 5	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	75% Beginning Learner 25% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 8	100% Beginning Learner 9% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	91% Beginning Learner 9% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
COMBINED (All Grade Levels)	**100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**87% Beginning Learner 13% Developing Learner 0% Proficient Learner 0% Distinguished Learner**	**100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner**

Science Summary:

During the 2015 and the 2016 testing years, all grades 3-8 took the Science test with a combined score of 91% at the beginner level and 9% developing over the two-year period (there was an increase in the beginner level during the 2016 testing year).

Combined: Between the testing years of 2014-15 and 2016-17 the was a 13% decrease in the number of students who tested at the Beginning Learner level. The number of students who tested at the Developing Learner level increased by 13%. The number of Proficient Learners remained the same as there were not any students proficient at any grade level.

Social Studies

	2014-15	2015-16	2016-17	2017-18
Grade 5	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	50% Beginning Learner 50% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
Grade 8	90% Beginning Learner 10% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	82% Beginning Learner 18% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner
COMBINED (All Grade Levels)	95% Beginning Learner 5% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner	73% Beginning Learner 27% Developing Learner 0% Proficient Learner 0% Distinguished Learner	100% Beginning Learner 0% Developing Learner 0% Proficient Learner 0% Distinguished Learner

Social Studies Summary:

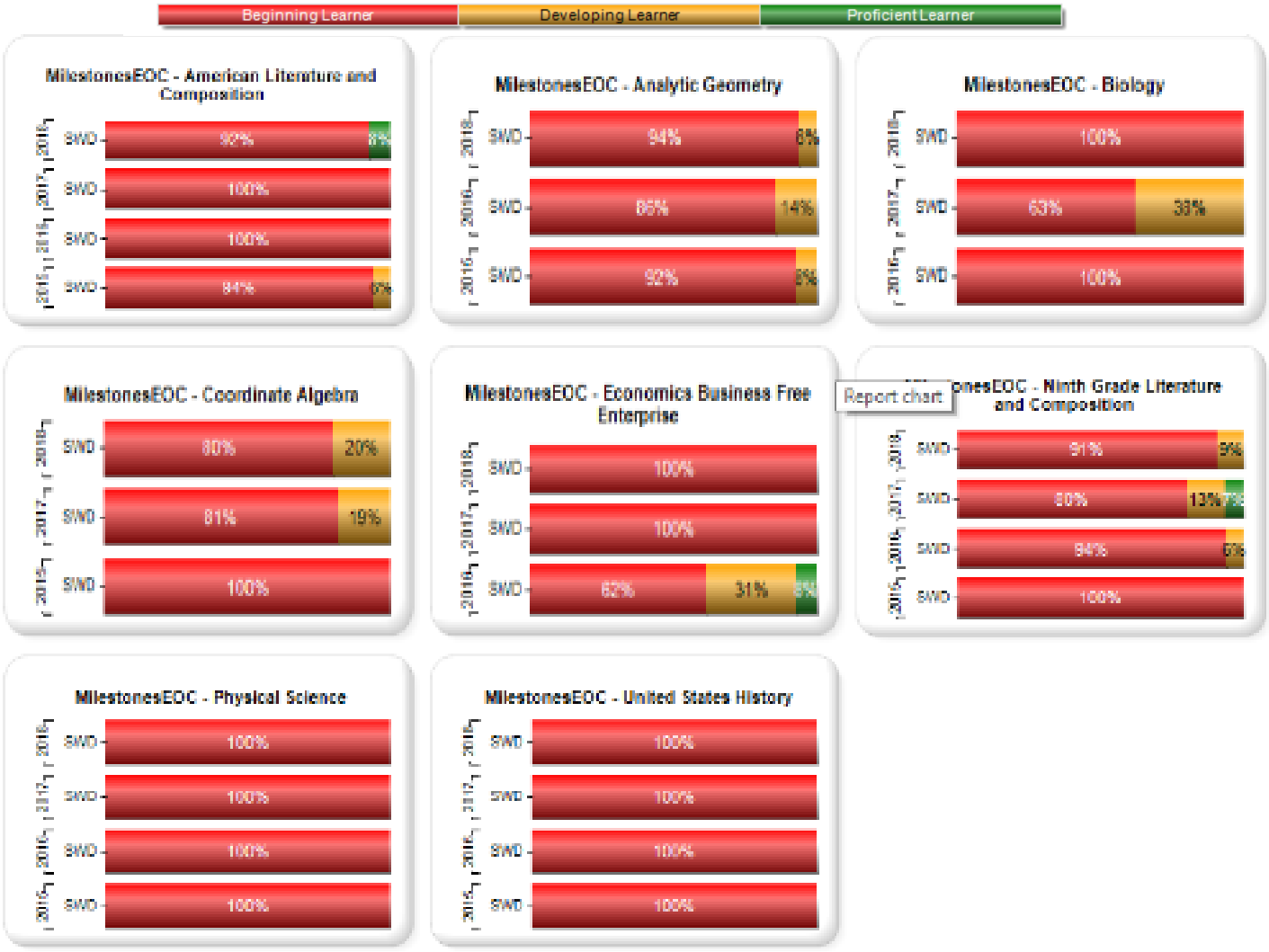
During the testing years there has been a 1% reduction of Beginner Learners scores. There was an 5% increase of Developing Learners scores. Proficient Learners also reduced by 4% within the one year. The 3rd graders within the District during the 2015-16 school year performed the lowest with 100% scoring at the Beginning Learner level.

During the 2015 and the 2016 testing years, all grades 3-8 took the Social Studies test with a combined score of 90% at the beginner level and 10% developing level over the two-year period remaining consistent.

High School End of Course Assessments (Combined Grade levels):

Comparison among the three State Schools:

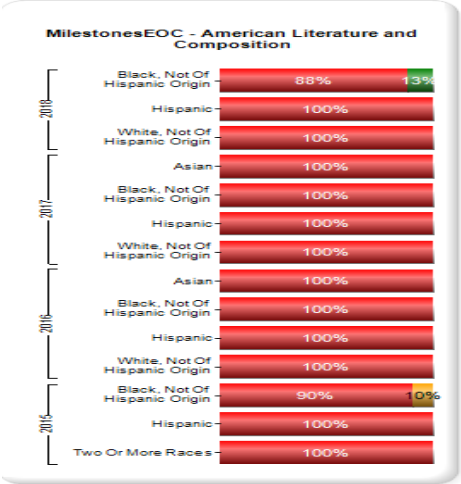
The Atlanta Area School for the Deaf is almost double the size in high school population compared to the other two state schools. AASD struggled during its first year of administration of the new Georgia Milestones in 2015. More than half of the teachers giving the tests were first year teachers at the school. The 9th Grade Literature class also had three scores invalidated. During the 2015-16 school year there was a huge improvement in the Economics scores. But the teacher changed positions and is no longer a high school teacher. In 1018 the introduction of Video Sign Language (VSL) replaced the human test examiner. The scores should be interpreted lightly for that test year.

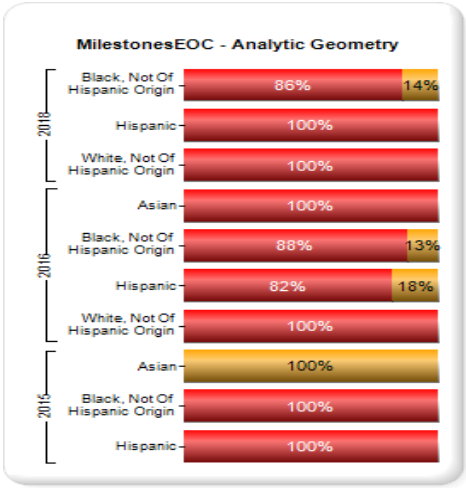


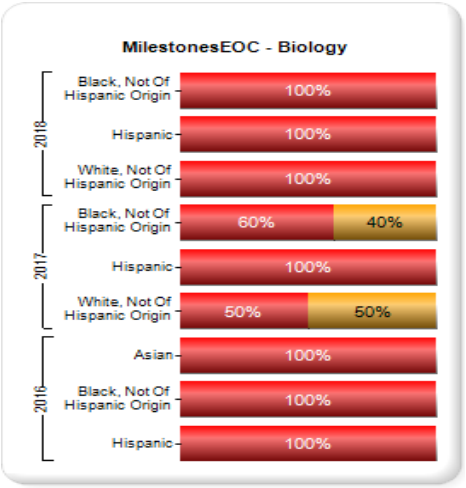
Economically Disadvantaged (ED) and Students with Disabilities (SWD):

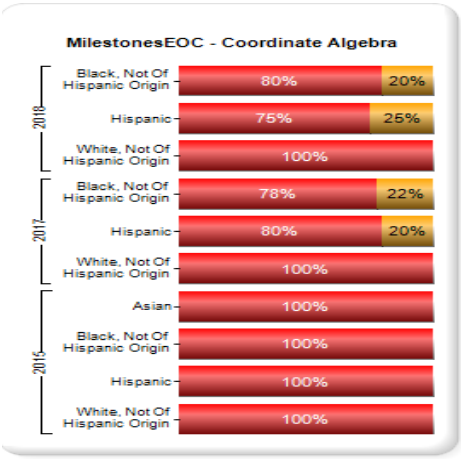
It is to be noted that all students at AASD are categorically listed as economically disadvantaged so the data collection for Students With Disabilities (SWD) and Economically Disadvantaged (ED) is identical for the data collected for the school as a whole which has already been included in this summary.

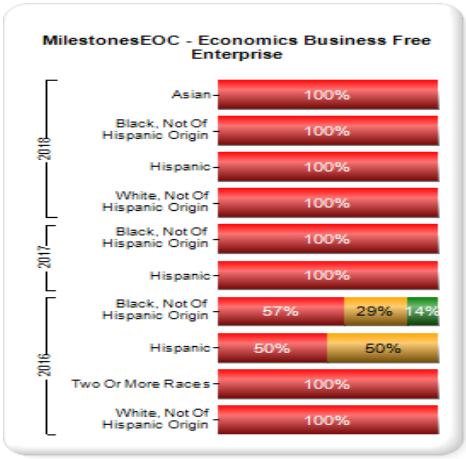
Race/Ethnicity Comparisons

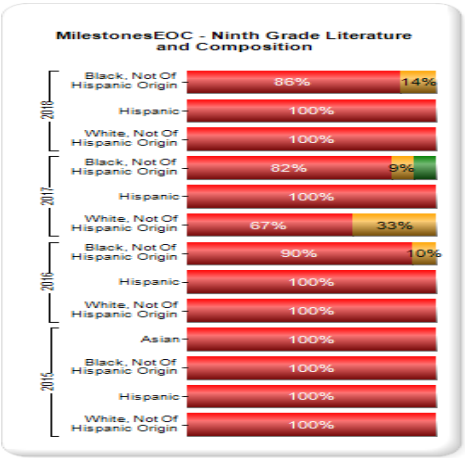


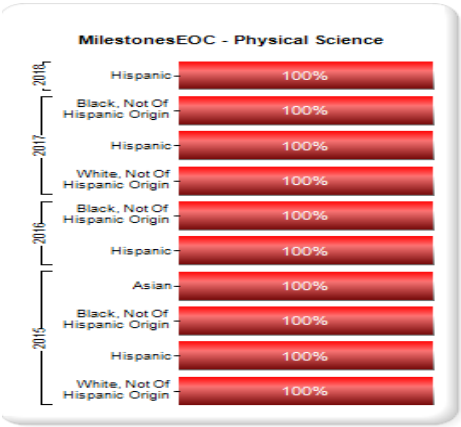


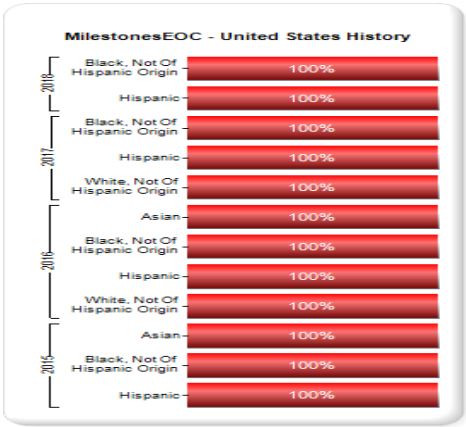








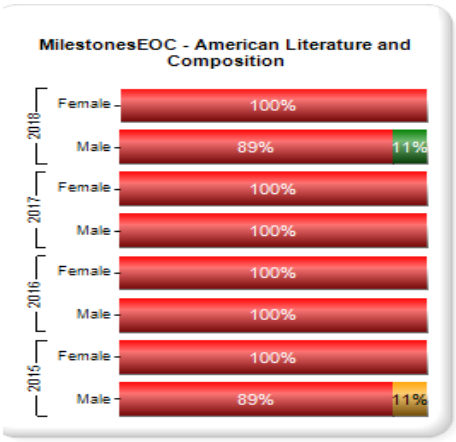


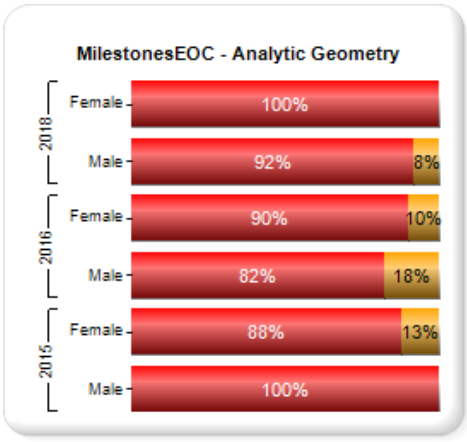


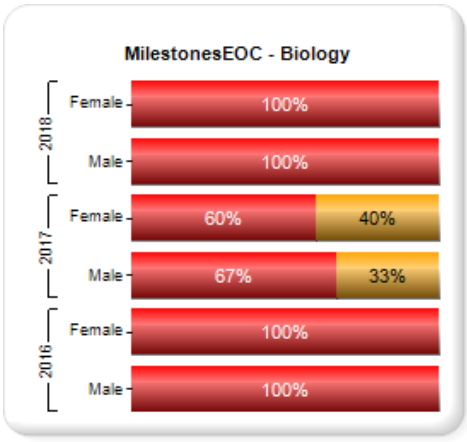
Summary: The highest number of students are in our Black population. Their test scores consistently demonstrate a weakness in the academic areas of History and Science. They began showing improvement in the areas of Math and English in the 2017-18 school year. The Hispanic population is the next largest group. Their test scores, like the other ethnic/race populations continue to show that our students have a weakness in all four academic areas except Coordinate Algebra. Students of white origin have an extremely low population at AASD. The students of white origin scored lower in all four

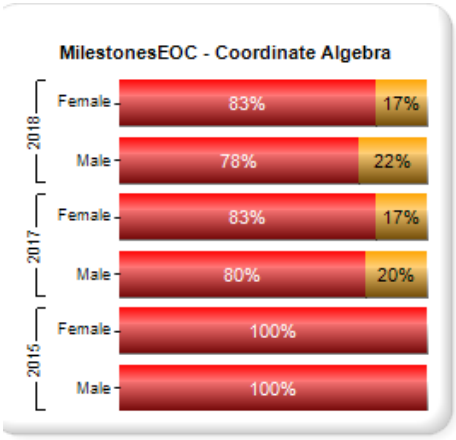
academic areas than their peers with the exception of 9th grade literature and Biology in 2017. AASD also has a low population of Asian students. This population of students has not performed well on any areas of the state assessments since 2015. In comparison of ELA and Math scores only: the students of Black origin scored better on both the Math and English tests compared to their peers.

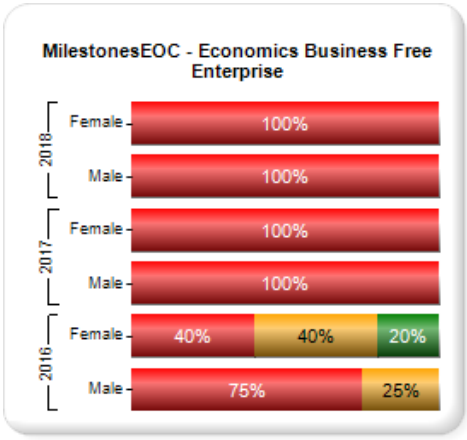
Gender Comparisons

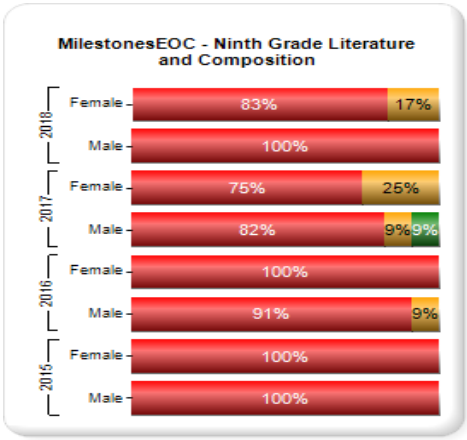


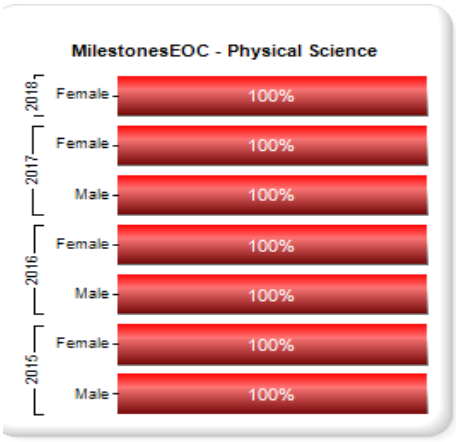


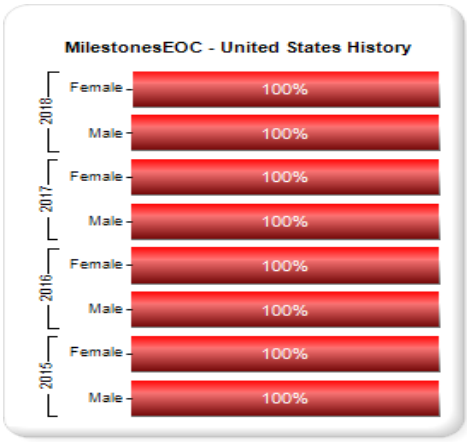












Gender Summary:

During the testing years from 2014-15 to 2017-18 in each of the four academic areas the following trends were noticed based on gender:

The male population of students has shown consistent strength in both English EOC tests over the past four years. The female population has shown a strength in both Math EOC math content areas. Outliers are in the year 2015 and 2016 when significant growth in the areas of Economics and Biology where the females outperformed their male peers.

Assessment Summary:

Academic performance at AASD and our district is unique. State testing at our school is specialized and should be compared cautiously to other schools within the state. Because 100% of the student population at AASD is on an Individualized Educational Plan, the testing environment may not mirror what goes on within a regular public school system. Students in our school receive accommodations including but not limited to large printed material, visual supports, braille, VSL interpreting of the test items and questions in American Sign Language, small/individual testing groups, use of amplification systems, frequent breaks, extended time (up to 50% extra time), and oral/verbal reading of the test questions/items in English. Even with accommodations for the Georgia Milestones, students are performing at the following level based on the recent testing in 2018:

- 98% are scoring below grade level on the ELA tests (EOG-combined)
- 92% are scoring below grade level on the Math tests (EOG-combined)
- 100% are scoring below grade level on the Science tests (EOG-combined)
- 100% are scoring below grade level on the Social Studies tests (EOG-combined)

- 92% are scoring below grade level on the English tests (EOC-combined)
- 87% are scoring below grade level on the Math tests (EOC-combined)
- 100% are scoring below grade level on the Science tests (EOC-combined)
- 100% are scoring below grade level on the Social Studies tests (EOC-combined)

Georgia Alternate Assessment (GAA)- former and 2.0

Georgia Alternative Assessment (GAA) is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards. Each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia' student assessment program. The IEP team has to adhere to the GAA participation eligibility guidelines which requires the team to collect and review evaluation data. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, the student shall be eligible to take the alternative assessment.

GAA (former) from 2015-2018:

The former GAA test was a collected portfolio of student work that was given by teachers who developed their own tests items based on the given grade level standards. Each student was given an assignment and the teacher was mandated to type up annotations describing the test element, environment, and prompting each student needed to complete the task. These scores were subjective

and based off of annotations from teachers and not from the actual scores of the work the students did. Comparing scores from year to year or student to student would not be helpful as it was not a standardized test. Student percentiles were only calculated by portfolios that were scorable and this is misleading. Example: student portfolios who were in the same class and were given the same test items were often scored by different people at the state testing agency which often resulted in students receiving different test score results.

The portfolio-based assessment has been discontinued and is now replaced with the new standardized version of the test which will begin on March 25, 2019. Thus, it will measure students' achievement and not progress.

GAA scores 2015-2018

All scores below in green are "passing".

		2014-2015		2015-2016		2016-2017		2017-2018	
Content Area	**Rating**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
ELA	Nonscorable	0		4		1		0	
	Emerging	3	13%	1	6%	1	6%	0	0%
	Establishing	11	48%	7	47%	5	31%	5	42%
	Extending	9	39%	7	47%	10	63%	7	58%
		23 total		15 total		17 total		12 total	
Math	Nonscorable	3		1		0		0	
	Emerging	2	10%	2	11%	6	35%	0	0%
	Establishing	12	60%	7	39%	2	12%	4	33%
	Extending	6	30%	9	50%	9	53%	8	67%
		20 total		18 total		17 total		12 total	
Science	Nonscorable	4		4		3		0	
	Emerging	2	11%	3	20%	1	17%	0	0%
	Establishing	13	68%	9	60%	5	83%	6	86%
	Extending	4	21%	3	20%	0	0%	1	14%
		19 total		15 total		6 total		7 total	
Social Studies	Nonscorable	1		1		0		0	
	Emerging	1	4%	0	0%	0	0%	0	0%
	Establishing	14	64%	10	56%	3	33%	0	0%
	Extending	7	32%	8	44%	6	67%	7	100%
		22 total		18 total		9 total		7 total	
Generalization	1	1	4%	1	5%	0	0%	0	0%
	2	2	9%	0	0%	1	6%	0	0%
	3	1	4%	0	0%	1	6%	0	0%
	4	19	83%	18	95%	15	88%	12	100%
		23 total		28 total		17 total		28 total	

**** for the test year 2018 only students in grades 5, 8 and high school were assessed in science and social studies.**

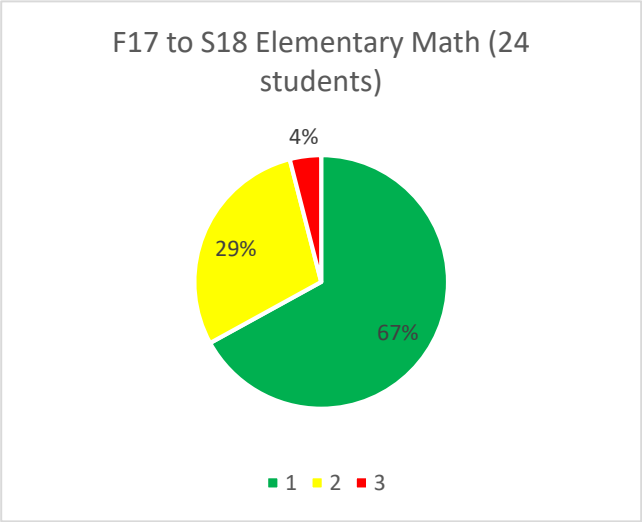
GAA Score explanation:
In each content area, the acceptable scores are in green. The preferred score of establishing was considered to meet and pass at "grade level". Extended scores: while our school strived to meet each student's academic success at this level, students who consistently received scores of extended were reviewed for possible removal from GAA to Georgia Milestones.
Generalization scores: The target for each school was a score of 4. This means that students were given tasks across various academic areas outside of their classroom environment. Exposure to other staff/community members in various settings was critical.

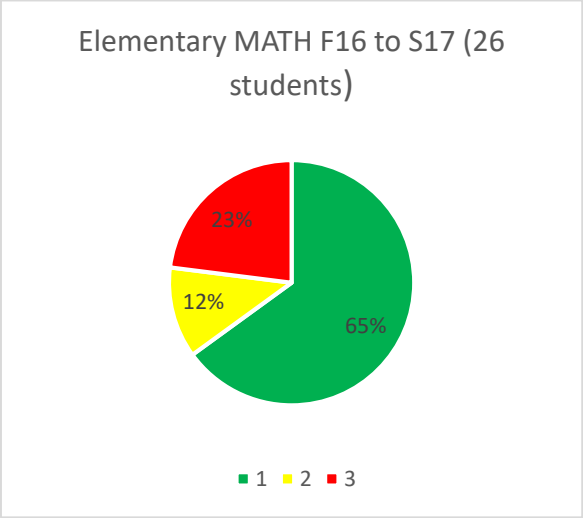
GAA 1% Waiver Rationale:
The Atlanta Area School for the Deaf (AASD) is a day school operated by the Georgia Department of Education which is solely focused on meeting the unique needs of students who are Deaf/Hard of Hearing. Every AASD student has some degree of hearing loss while many also have significant cognitive disabilities with sensory or physical impairments. Every enrolled student has an individualized education program to address their academic needs because of their disabilities. Although the class sizes are small at AASD, the school accepts referrals and placements of students from numerous school districts, particularly those from rural areas, whose local systems are unable to provide the extensive services needed for students with low incidence disabilities. That is the reason why the number of students tested via the Georgia Alternate Assessment exceed 1% for the school.

Northwest Evaluation Association (NWEA)'s Measurement of Academic Progress (MAP)
While we know that state assessments do not always necessarily reflect our students' abilities and progress, we utilize NWEA's Measurement of Academic Progress (MAP) as another tool to measure our students' actual progress. A majority of our students take MAP to measure their academic growth in Reading, Language Usage and Mathematics. For MAP Reading/Language Usage, all students except for those with significant cognitive disabilities take once per year in Spring. For those with 2nd or up reading levels, they take MAP in fall, winter and spring for those in 6th though 12th grades. For 1st grade through 5 grades, they take MAP twice a year (fall and spring). This is our 9th year of using MAP so we have been able to collect and analyze a wealth of information.

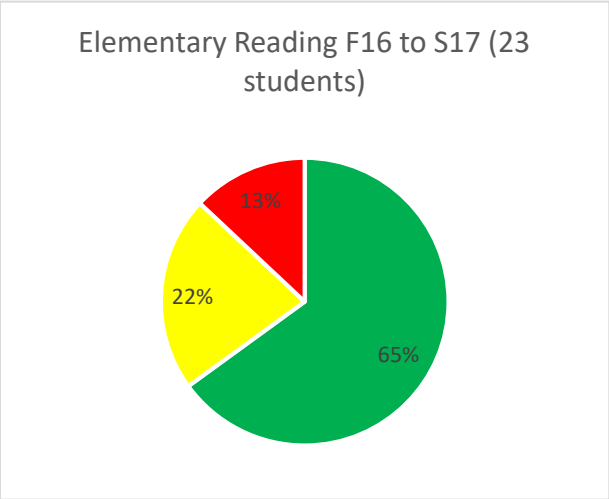
ELEMENTARY MAP INFORMATION:

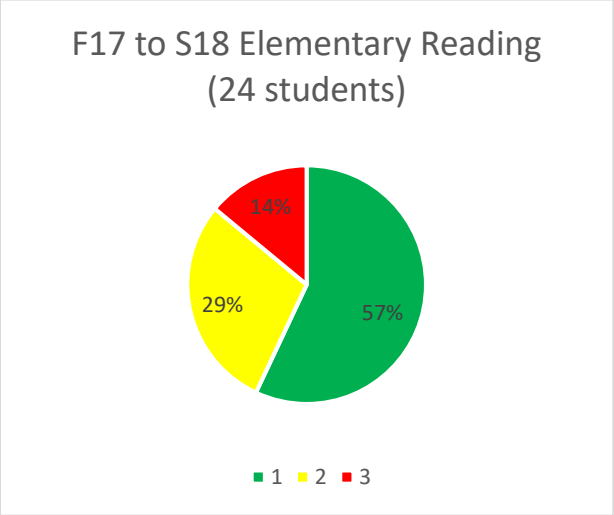
MATH [S18 - 7 students perform at GE of 2nd grade or better]



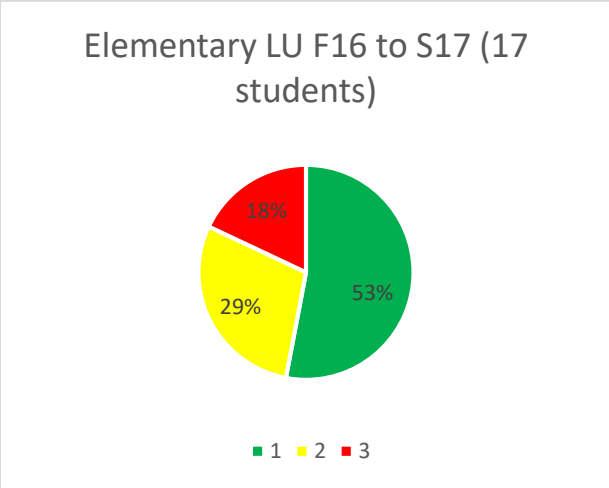


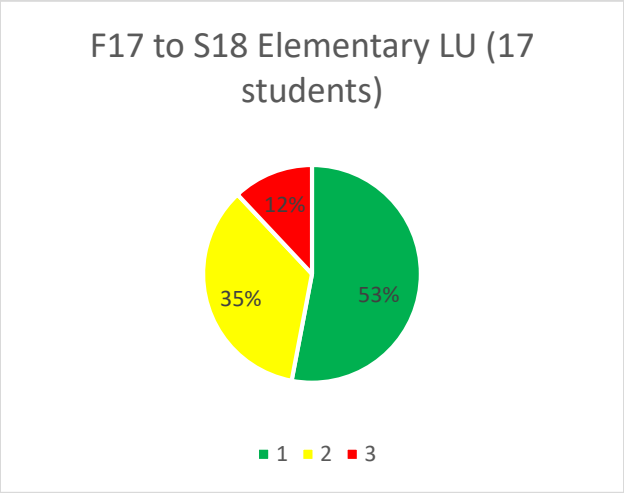
READING [S18 - 4 students read at 2nd grade or higher]





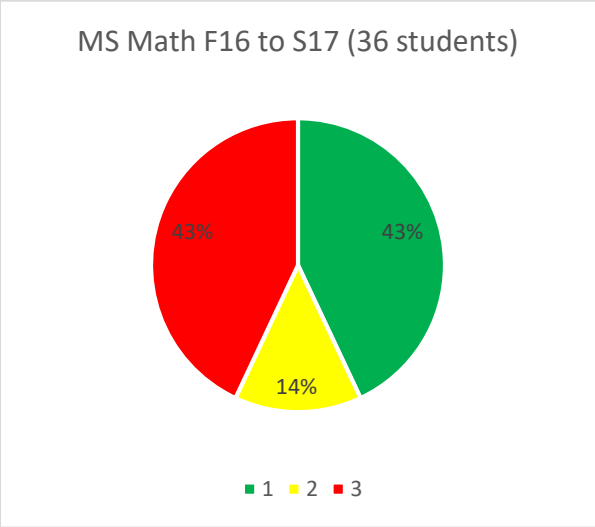
LANGUAGE USAGE

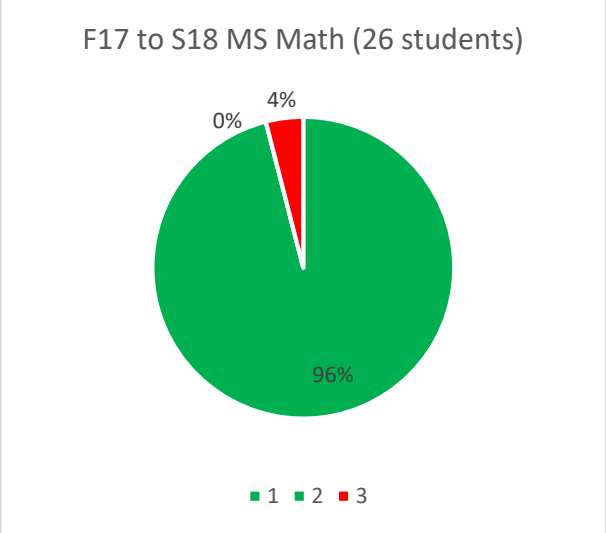




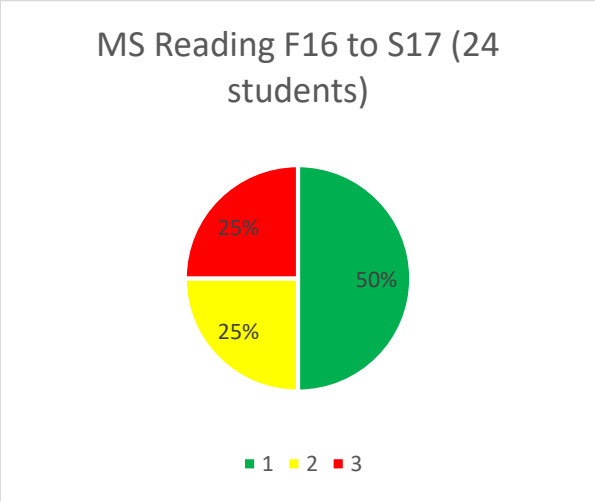
MIDDLE SCHOOL MAP INFORMATION:

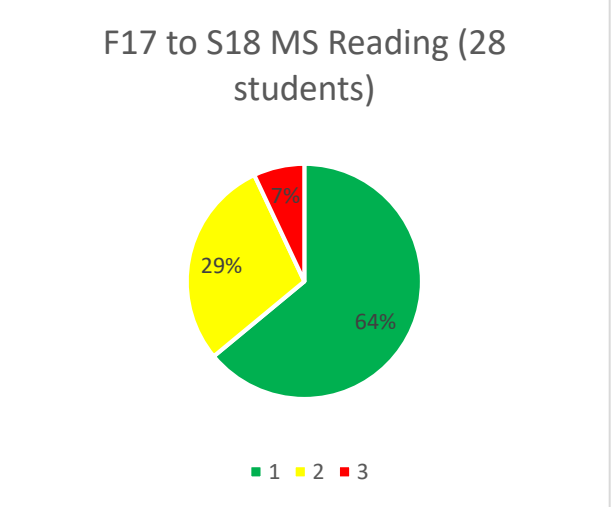
MATH [S18 - 14 students perform at GE of 3rd grade or better]



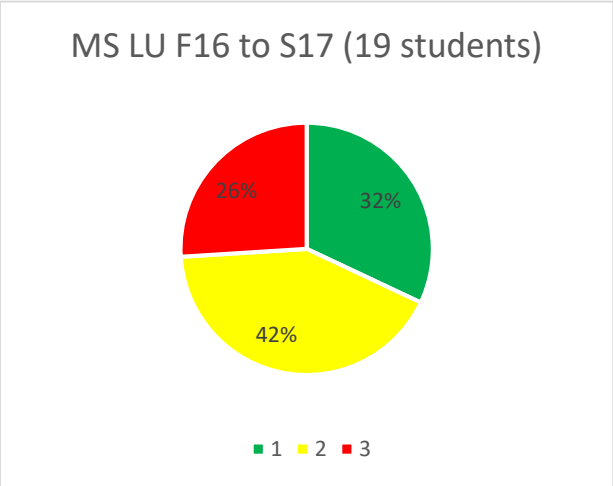


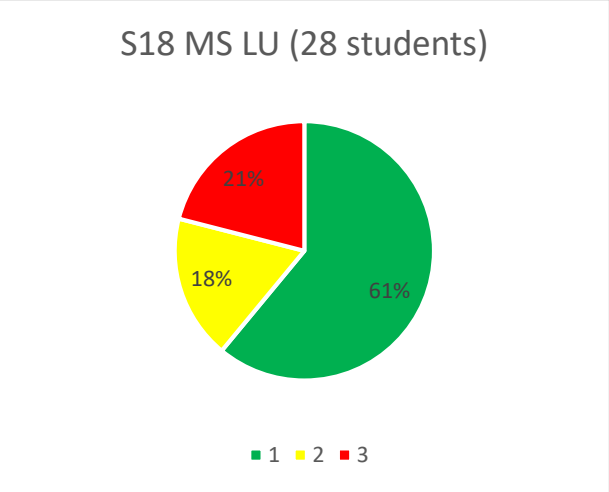
READING [S18 - 6 students read at 3rd grade or higher]





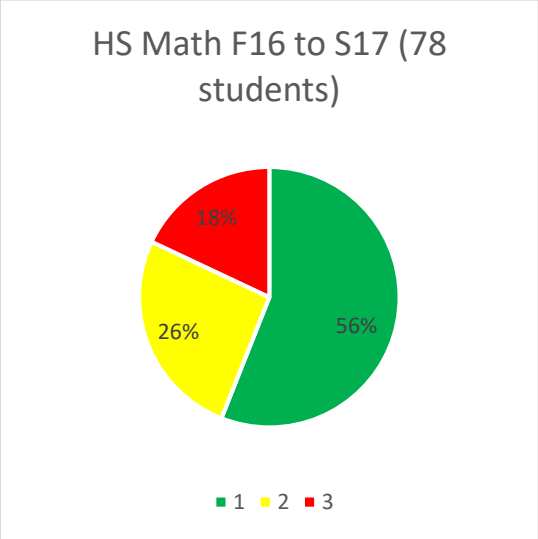
LANGUAGE USAGE

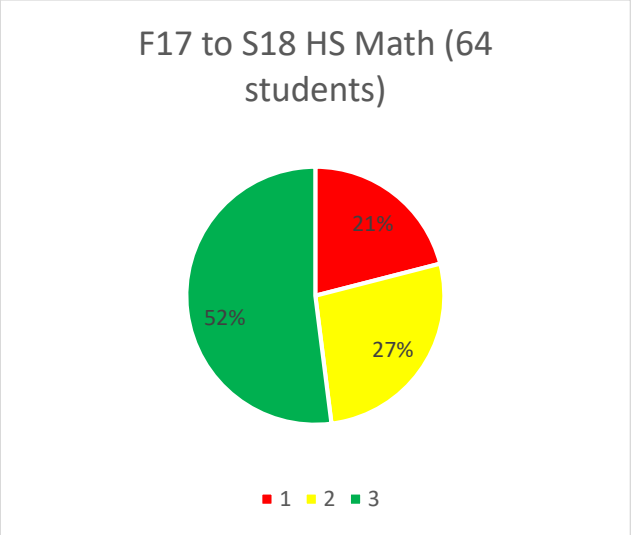




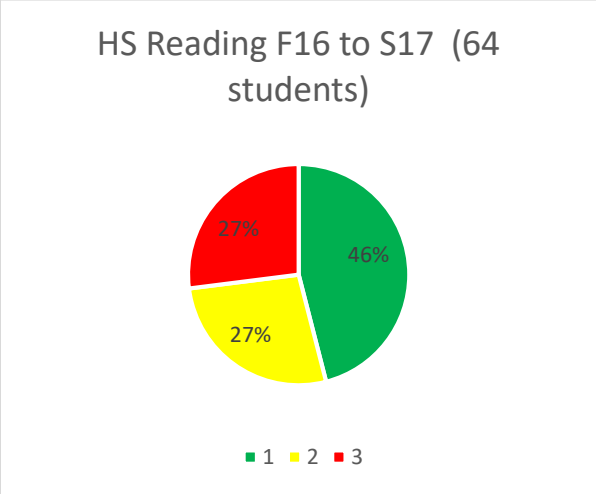
HIGH SCHOOL MAP INFORMATION:

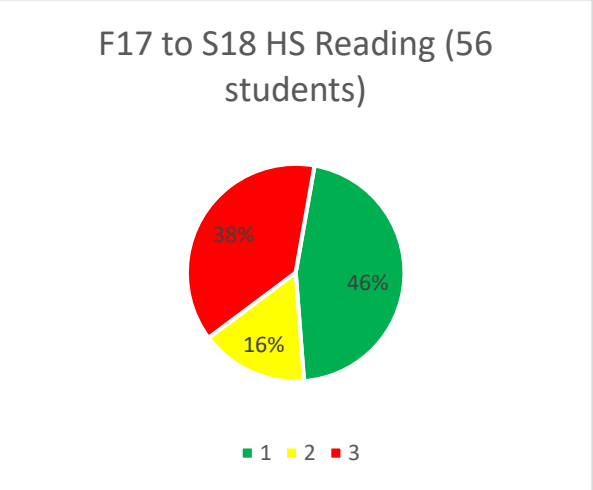
MATH [S18 - 28 students perform at GE of 4th grade or higher]



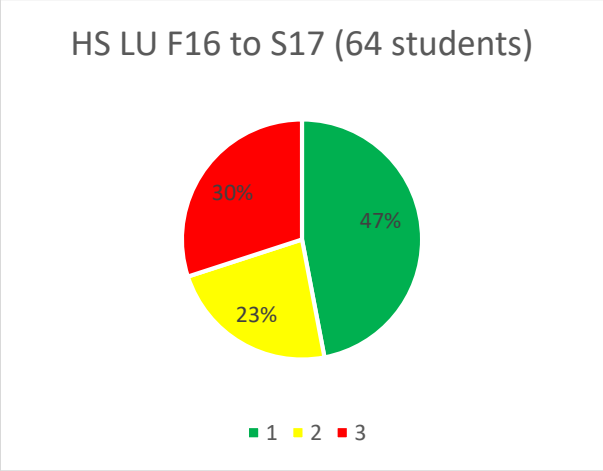


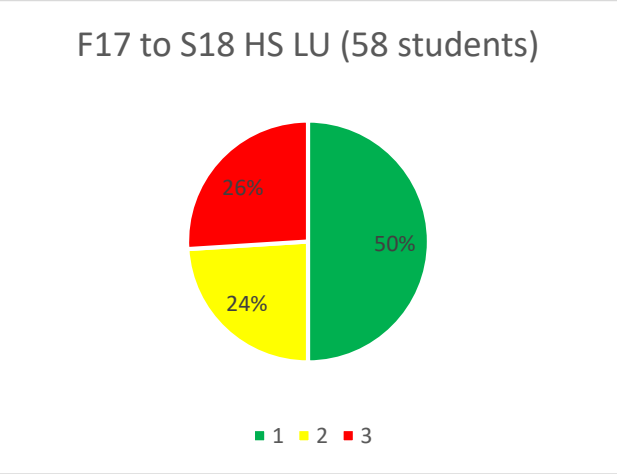
READING [S18 - 14 students read at 4th grade or higher]





LANGUAGE USAGE





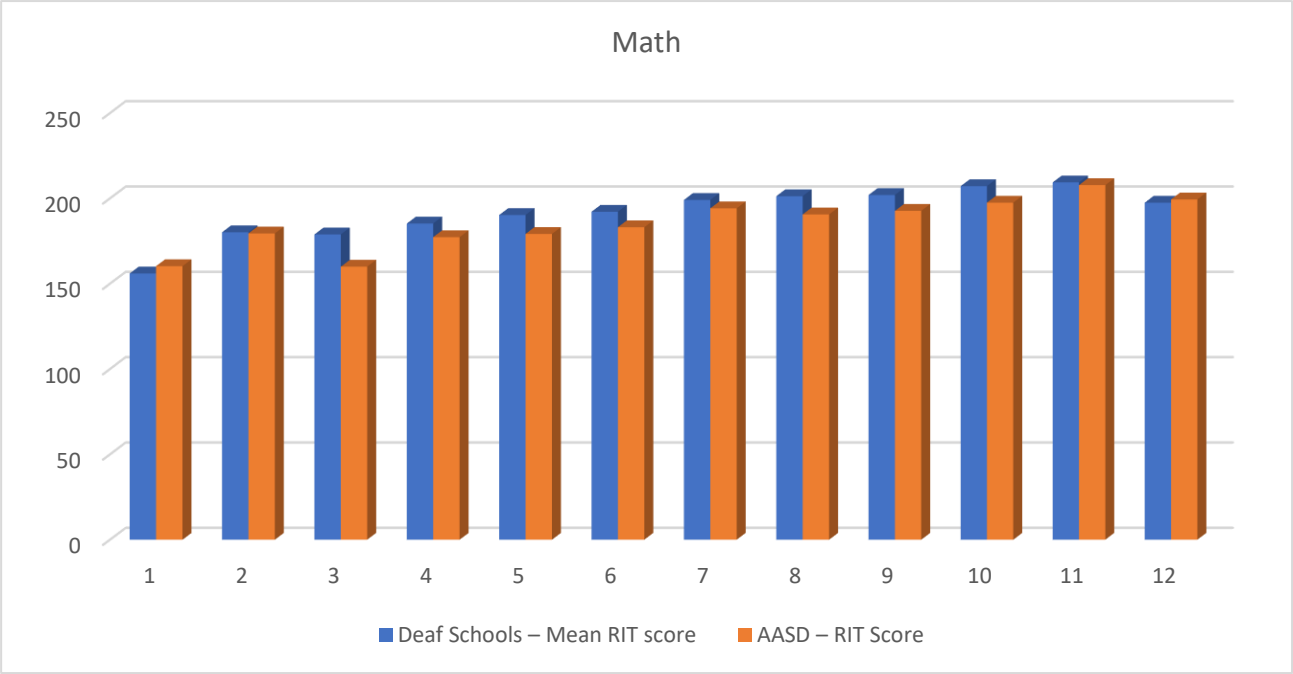
Comparison of other schools/programs serving deaf/HH students

In the past several years, we have ramped up our efforts to collaborate with other deaf schools/programs using MAP. Last fall, our School Psychologist attended the first collaborative summit for deaf schools/programs using MAP and we were able to do some comparative analysis.

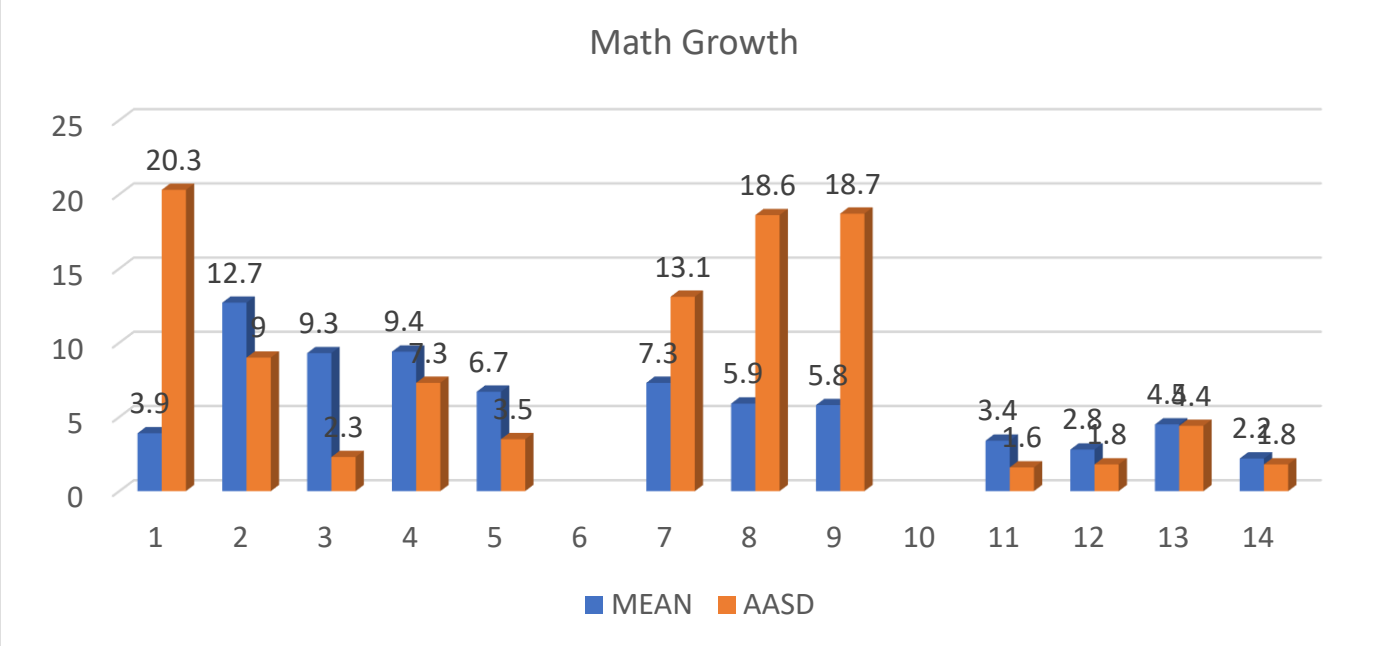
Ten different Deaf schools were compared including AASD, and three of the schools were considered as "Day Program." The "Student Growth Summary Report" was used to create a mean average of participating grades with their Spring 2018 RIT scores. The Growth chart averaged the mean of the schools' growth rate in a school year (SY 17-18) from Fall 2017 to Spring 2018.

NWEA MAP – MATH:

GRADE	Deaf Schools – Mean RIT score	AASD – RIT Score
1	156	160.3
2	180.2	179.5
3	178.9	160
4	185.3	177.3
5	190.3	179.2
6	192.2	183.1
7	199.1	194.2
8	201.3	190.6
9	202	192.7
10	207.2	197.5
11	209.4	207.8
12	197.5	199.4

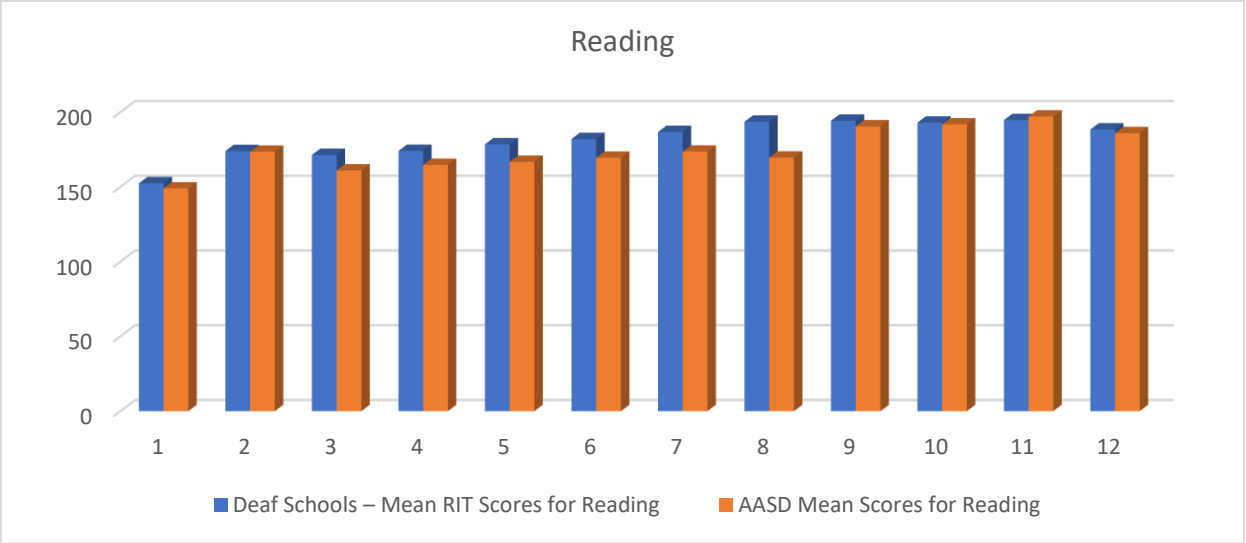


The bars are separated by each department (Elementary, Middle, and High schools). We showed tremendous growth with our Middle School in Math. We implemented ST Math four times a week for 30 minutes during SY 17-18. Disregard the numbers on the bottom of the graph.

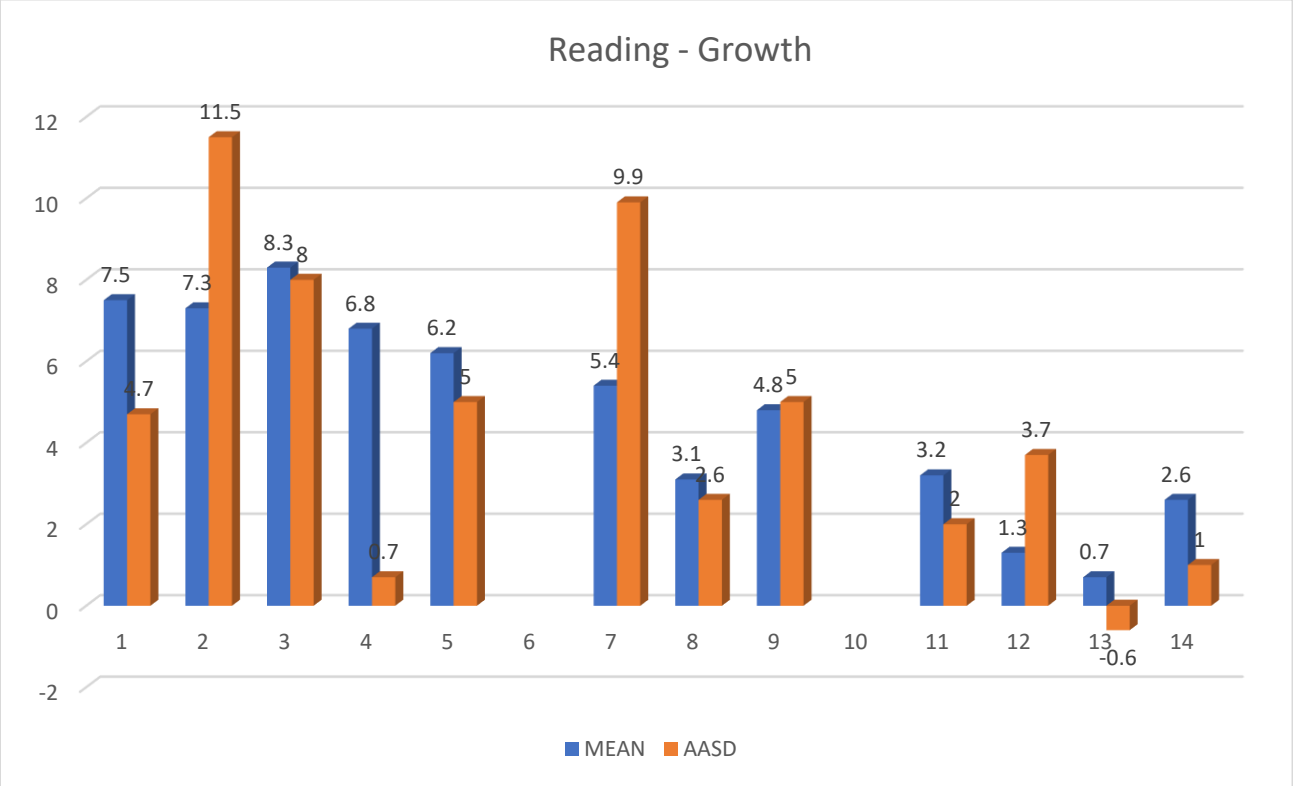


NWEA MAP – READING:

GRADE	Deaf Schools – Mean RIT Scores for Reading	AASD Mean Scores for Reading
1	152.4	149
2	174	173.5
3	171.4	161
4	174.1	164.7
5	178.5	166.8
6	182	169.5
7	186.7	173.6
8	193.6	169.6
9	194.3	190.5
10	193	191.8
11	194.7	197.1
12	188.4	185.9

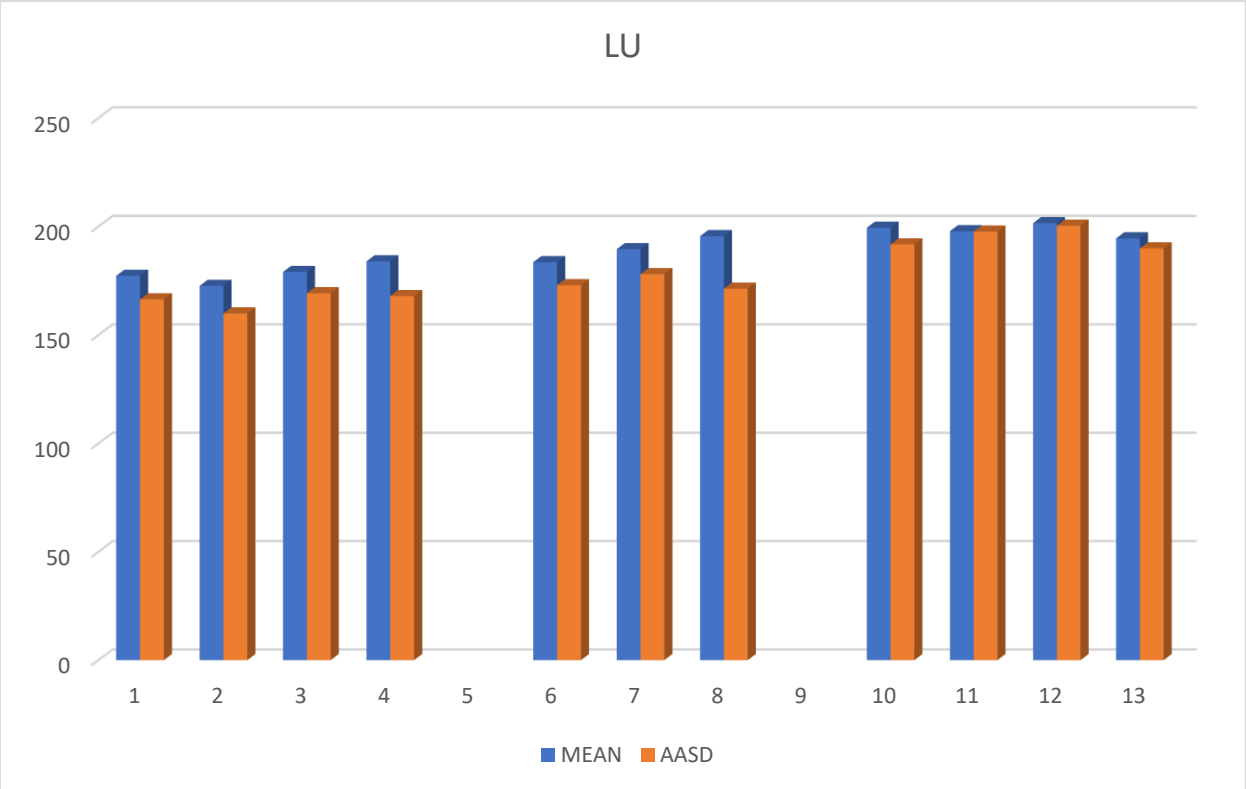


The bars are separated by each department (Elementary, Middle, and High schools). Disregard the numbers at the bottom of the graph.

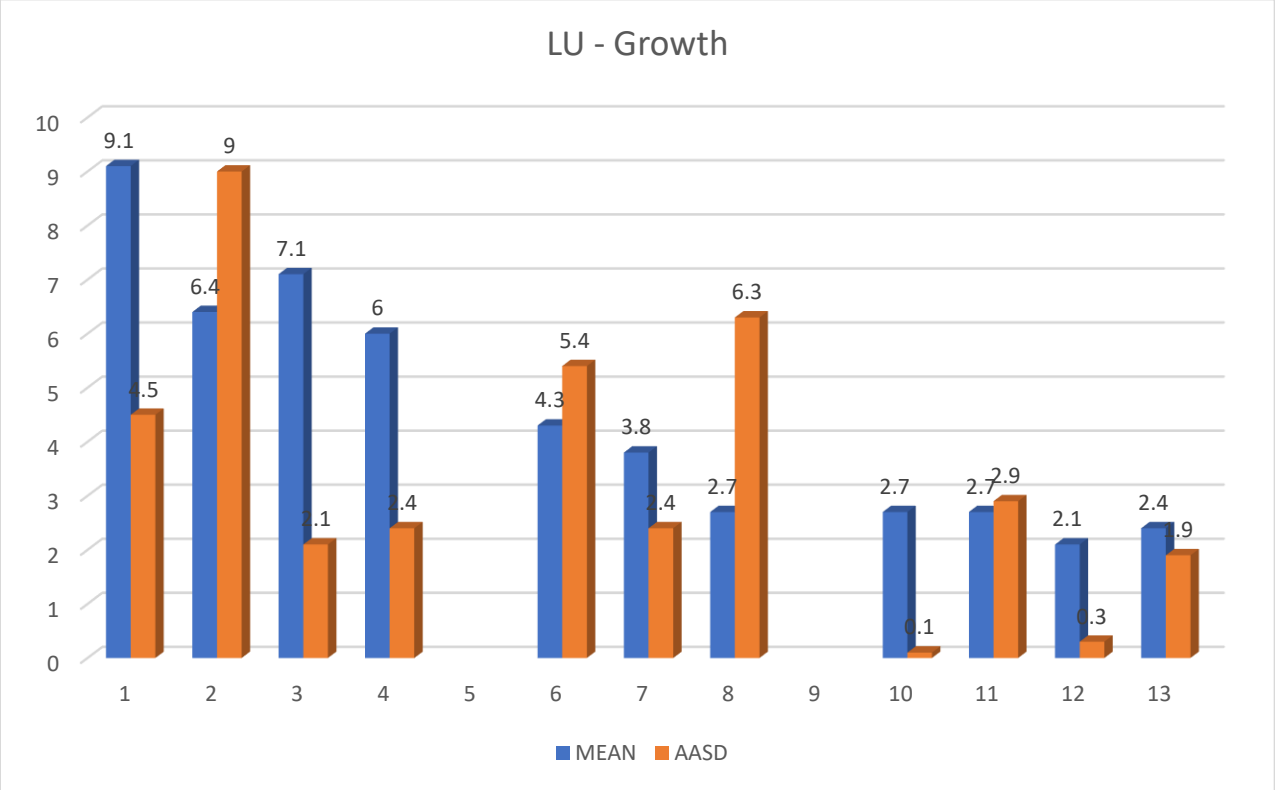


NWEA MAP – Language Usage:

GRADE	Deaf Schools – Mean RIT Scores for Language Usage	AASD Mean Scores for Language Usage
2	177.3	166.5
3	172.7	160
4	179.1	169.3
5	184	168
6	183.6	173
7	189.6	178.1
8	195.6	171.4
9	199.5	191.8
10	197.9	197.7
11	201.6	200.4
12	194.6	190



The bars are separated by each department (Elementary, Middle, and High schools). The Language Usage test begins at 2nd grade (disregard the numbers at the bottom of the graph).



American Sign Language Assessment Data

AASD offers in-house ASL assessments for students including:

- ASL Receptive Skills Assessment (individual) (ages 3- 13)
- ASL Expressive Skills Assessment in pragmatics, syntax, retelling skills and overall ASL.

Assessment Procedures:
ASL Receptive Skills Assessment is given to all students from age 3 to 13 which is administered by the ASL Specialist. Students are evaluated on their comprehension of specific grammatical features (number/distribution aspects, negation statements, noun-verb distinction, spatial verbs (action/location), size/shape classifiers, handling classifiers, role shift, conditional statements) in ASL. The assessment content ranges from basic to complex information in ASL. Individual raw scores and age range are used to determine a standard score. Test results indicate where specific students' comprehension skills score stand compared to other deaf and hard of hearing children at their age. These results assist in pinpointing language acquisition and/or expressive language skills in ASL for specific students. In turn, it assists in determining IEP goals if needed.

ASL Expressive Skills Assessment (In-house)
ASL expressive skills assessments focus on pragmatics, syntax, retelling skills and overall ASL using video documentation, informal and formal discourse. The ASL Specialist has administered them to all elementary students on an annual basis since 2013. In the past, ASL rubric has been used to assess Middle School students' ASL skills every year by the ASL teacher. Starting this year, middle school students are formally assessed the same as the elementary students by the ASL Specialist.

Individual student data results in all areas are used to determine IEP goals for elementary, middle school and some high school students. Once all student ASL assessments are completed by the end of the school year, ASL Data results are computed as an overview of the department for elementary students and by grade level for middle school.

Elementary Department

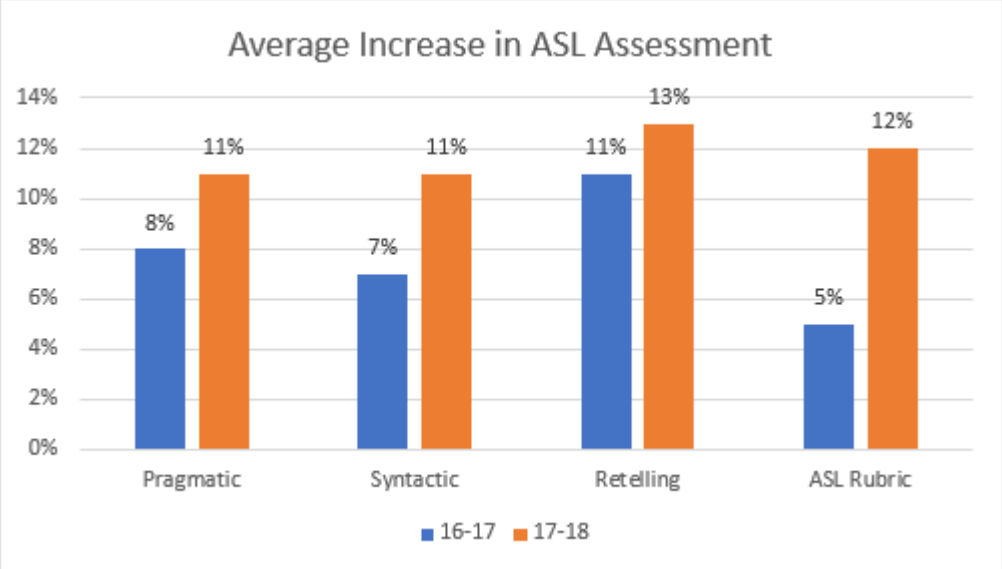
Currently, student assessments are ongoing and will not be completed until the end of the school year. Instead, ASL Data submission results are from the last two years for viewing by the accreditation committee to foresee the end of the year data format by department as well as individually.

SY 2016-2017 (29 students)	Pragmatics	Syntactic	Retelling	ASL
Increased	66%	66%	72%	62%
No improvement	10%	17%	17%	17%
Decreased	24%	17%	10%	17%

SY 2017-2018 (34 students)	Pragmatics	Syntactic	Retelling	ASL
Increased	50%	50%	52%	52%
No improvement	12%	18%	21%	21%
Decreased	38%	32%	27%	27%

Average Performance

SY	Pragmatics	Syntactic	Retelling	ASL
16-17	8%	7%	11%	5%
17-18	11%	11%	13%	12%



Middle School Department

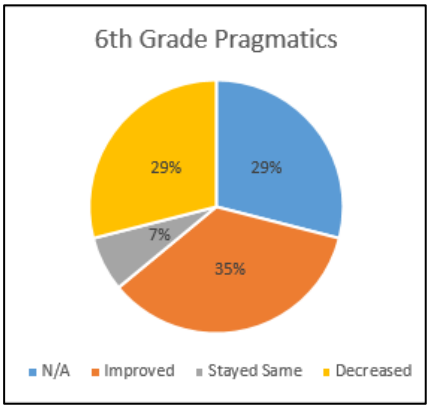
**Current ASL Data results are calculated in the middle of the school year for accreditation purposes. Typically, ASL Data is analyzed at end of the school year after all student ASL assessments are completed.

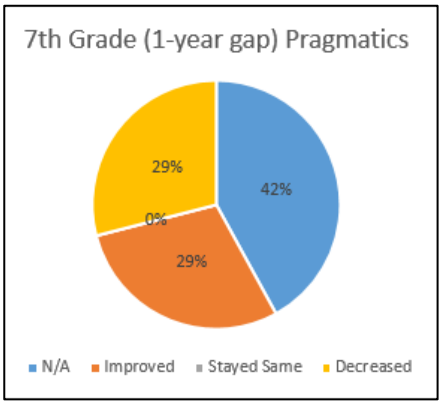
This year is the first year that middle school students are assessed in all areas. Data analysis results are based on grade level in this department. It is expected that the 6th graders' progress in ASL can be analyzed along with their 5th grade data results. For 7th graders, there is a one-year gap. As a result, their 5th grade and current grade results are analyzed to determine progress in different areas.
For 8th graders, there is a two-year gap. As a result, their 5th grade and current grade results are analyzed to determine progress in different areas.

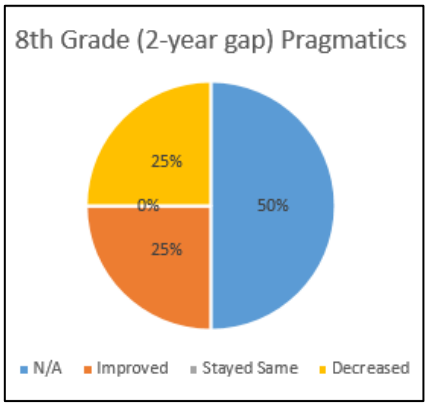
As this is the first year doing comprehensive ASL assessment in middle school department, it is expected that the gaps will lessen as data continues to be collected annually except for new students.

Pragmatics

	6th grade		7th grade		8th grade
N/A	29%	N/A	42%	N/A	50%
Increased	35%	Increased	29%	Increased	25%
Stayed Same	7%	Stayed Same	0%	Stayed Same	0%
Decreased	29%	Decreased	29%	Decreased	25%

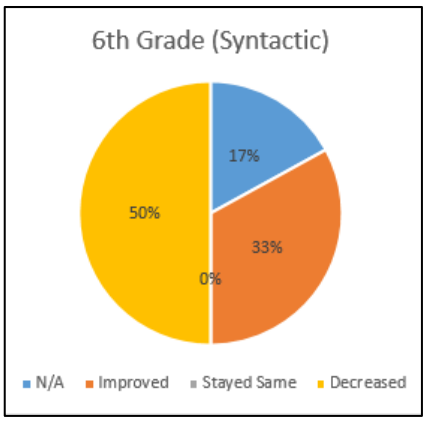


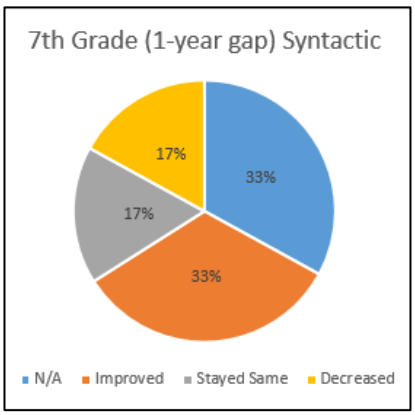


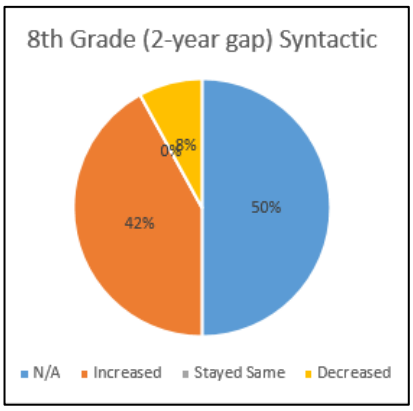


Syntactic

	6th grade		7th grade		8th grade
N/A	17%	N/A	33%	N/A	50%
Increased	33%	Increased	33%	Increased	42%
Stayed Same	0%	Stayed Same	17%	Stayed Same	0%
Decreased	50%	Decreased	17%	Decreased	8%

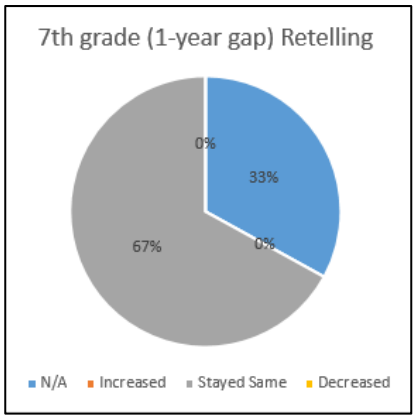


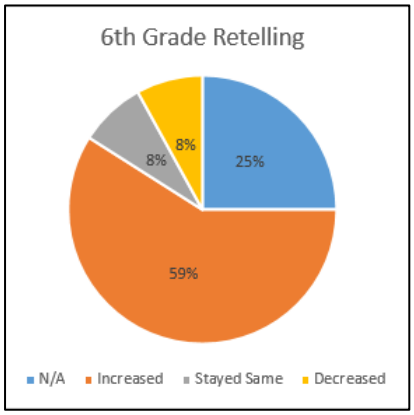


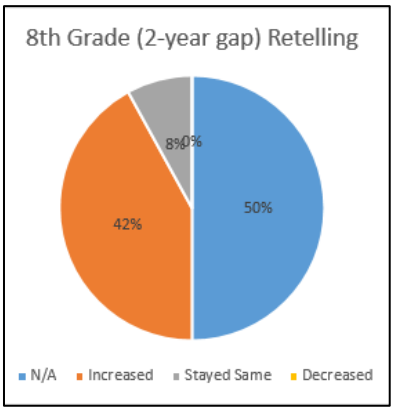


Retelling

	6th grade		7th grade		8th grade
N/A	25%	N/A	33%	N/A	50%
Increased	59%	Increased	0%	Increased	42%
Stayed Same	8%	Stayed Same	67%	Stayed Same	8%
Decreased	8%	Decreased	0%	Decreased	0%

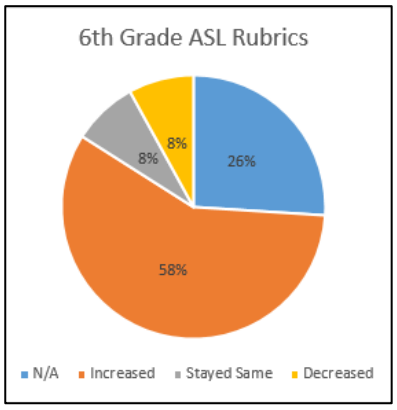


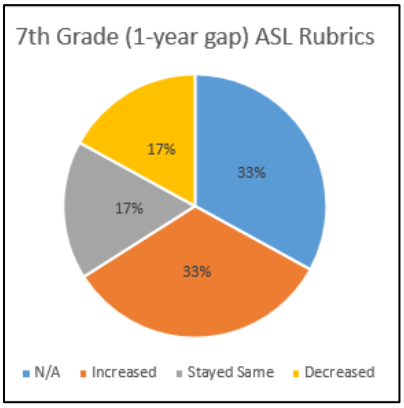


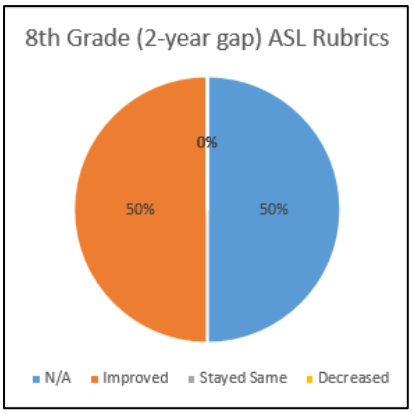


ASL Rubrics

	6th grade		7th grade		8th grade
N/A	26%	N/A	33%	N/A	50%
Increased	58%	Increased	33%	Increased	50%
Stayed Same	8%	Stayed Same	0%	Stayed Same	0%
Decreased	8%	Decreased	0%	Decreased	0%







High School
Assigned teachers use ASL rubric to determine language/ASL goals along with P- Level Assessment score for assigned students.
ASL comprehensive assessments are assigned for specific students and given by the ASL Specialist. ASL Data results are used to determine current ASL skills and IEP goals for these students.

External Scan of Demographic, Social, Political, Economic, Educational and Technological Factors

Georgia is one of many states that are not a "Parent Choice" states which ultimately means that our students must be referred by their local school systems (LSS) in order to be enrolled at AASD. This puts an emphasis on the importance of maintaining a positive working relationship with many neighboring LSS representatives. We have a Metro Schools consortium meeting consisting of D/HH teachers and D/HH representatives from all over the state that meet on a regular basis at AASD. The meetings are facilitated by the State Schools D/HH Outreach Specialist. The meetings are used to share information about topics and issues concerning D/HH students in the state. Recently, we took the opportunity to share information about AASD's bilingual program to educate others as well as to dispel myths and misconceptions of what a bilingual program entail. We believe that our outreach services are critical to the future and viability of our school. We provide outreach services through outside evaluations, testing, and audiological services as well as technical support to programs serving deaf/hard of hearing students all around Georgia which in result, create relationships that make most counties open to the idea of referring their students to us.

As with many states, the perspective on early intervention and early childhood education is critical. The Georgia Pathway to Language and Literacy Consortium or otherwise known as GA Pathway" was started through discussion between leadership staff of the Atlanta Speech school and the State Schools for the Deaf in a response to the continued delays in our students' language acquisition and literacy development, regardless of the language/modality used (e.g., ASL, Listening and Spoken Language, or both). Several years ago, the Pathway committee started working on drafting a bill that would mandate accountability and tracking for all D/HH children from the time of their diagnosis to elementary related to their language development. The bill also mandated the need for an advisory committee/taskforce to make recommendations for improvements in literacy and early education intervention and services for D/HH children in Georgia. The bill was passed during the 2018 Legislative Session. This is considered a

major victory for early intervention advocates. After the bill was passed, the State Schools Office hired a full-time individual to oversee the implementation of the new law which is now known as the Georgia Pathway to Literacy. The role of AASD and other state schools will be crucial in strengthening and streamlining the services and support for D/HH students and families in Georgia. This will, no doubt, have an impact on the viability of AASD as it pertains to early detection and intervention. Another major player in the early intervention services is Georgia Parent Infant Network for Educational Services (GA PINES). It is an agency under the State Schools Office umbrella that is also housed at AASD. Several years ago, the GA PINES underwent a comprehensive audit review and the audit team made some short- and long-term recommendations. The State Schools Office is working on implementing some of the recommendations which will, no doubt, have an impact on the state schools including AASD in terms of raising visibility and awareness of state schools on a state-level basis. Last year, the long-time director retired, and a new director was hired to oversee GA PINES. We have a positive working relationship with the new director because of our prior relationship when she used to be a LSS representative at a large county. We believe that by having a good relationship is critical to our future in getting referrals and in the parent advisors they employ to accurately reflect what AASD is, does, and can provide. We continue to provide baby and parent groups weekly and we recently expanded our toddler program in partnership with GA PINES to offer five days a week for full day.

As the result of being a "Needs Improvement/Priority" state school, external factors are reviewed annually. As a program with unique governance, we strive to work hard to maintain a positive relationship with the Georgia Department of Education (GaDOE), our governing body. We have been fortunate to have a strong positive relationship with the leadership at GaDOE particularly the state board members. We have been fortunate enough to get steady support from the State Superintendent and GaDOE leadership, and we frequently host GaDOE leadership staff and board members at school wide events and for private tours as a way to ensure that the board members and leadership staff interact with students, staff and families match face and real life events to the funding and activities they discuss in board and leadership meetings. The Division of State School Offices has grown considerably over the past several years with a full-time State Schools Director and a full-time Assistant Director. The office has assumed more operational duties and oversight from the three state schools including Food Services, Maintenance, Custodial, Business and Financial Services including the oversight of Federal Funds, Technology and Human Resources. The primary objective is to standardize operations and services for state schools and to minimize the responsibilities of the school superintendents as to allow them to be able to focus on the quality of instructional management at their schools.

Federal and State Accountability Measures

Back when No Child Left Behind (NCLB) was still intact, Georgia was one of few states that were granted a waiver. The waiver enabled the state to hold schools accountable in their terms and reward them for the work they do in all subjects and with all students. In order to receive the waiver, the U.S. Department of Education required that the state identify Title I Priority Schools, Focus Schools, and Reward Schools. AASD was designated as a Title I Priority School. However, once the NCLB was abolished, the state still maintained the process of monitoring schools including AASD in need of improvement based on student performance.

An Overview of state accountability system- College and Career Ready Performance Index (CCRPI)

Georgia's College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (*AYP). Then after Every Student Succeeds Act (ESSA) bill was passed, CCRPI underwent a significant revision with input from various

stakeholders to align to the goals of ESSA. The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement. It has been simplified as well so that it is easy to understand, easy to communicate and easy to utilize for improvement purposes. The redesigned CCRPI was implemented in 2018 and CCRPI scores for all school districts including AASD have been made public.

The redesigned CCRPI Frameworks consist of the following components:

Component	Essential Question	Involves what?
Content Mastery	Are students achieving at the next level necessary to be prepared for the next grade, college, or career?	Includes an achievement stores in ELA, mathematics, science and social studies based on student performance on the Georgia Milestones Assessment System and GAA.
Progress	How much growth are students demonstrating relative to academically-similar students?	Utilizes Student Growth Percentiles (SGP) to measure progress in both ELA and mathematics using the GA Milestones assessment system.
Closing Gaps	Are all students subgroups making improvements in achievement rates?	Based on CCRPI improvement targets for academic achievement for subgroups
Readiness	Are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?	Focuses on foundational skills, literacy , student attendance and enrichment course beyond the traditional academic core including dual enrollment, pathway completion and College and Career readiness for high school students
Graduation Rate	Are students graduating from high school with a regular diploma in four or five years?	Focuses on either 4- or 5-year adjusted cohort graduate rates

In addition, CCRPI also includes School Climate and Financial efficiency star ratings. The school climate rating is based on student, teacher and parent perceptions of a school's climate through annual state-mandated surveys, student discipline data, safe and substance-free learning environment, implementation of Positive Behavior Intervention and Support (PBIS) and student attendance.

Atlanta Area School for the Deaf's 2017-2018 CCRPI scores

Atlanta Area School for the Deaf
College and Career Ready Performance Index (CCRPI)
Overall Score **34.8**

CCRPI Report Areas	Elementary School Score	Middle School Score	High School Score
Overall	45.1	31.7	30.9
Content Mastery Overall	23.2	13.9	6.4
• ELA	16.08	12.90	10.42
• Math	30.36	14.83	9.38
• Science	too few students	too few students	3.13
• Social Studies	too few students	too few students	2.70
Progress Overall	63.4	50	76.2
• ELA	too few students	36.38	76.19
• Math	63.35	63.65	Too few students
• Science	too few students	too few students	NA
• Social Studies	too few students	too few students	NA
Closing Gaps Overall	66.7	0	0
• ELA	did not make progress did not meet imp. target	did not make progress did not meet imp. target	did not make progress did not meet imp. target
• Math	Met improvement target (6%)	did not make progress did not meet imp. target	did not make progress did not meet imp. target
• Science	no data	no data	did not make progress did not meet imp. target
• Social Studies	no data	no data	did not make progress did not meet imp. target
Readiness Overall	29.7	50.0	30.0
• Literacy	0	0	8.70%
• Student Attendance	86.67%	74.29%	74.19%
• Beyond the Core	2.33% (Fine Arts)	75.76%	4.26% (Accelerated Enrollment)
• Pathway Completion			33.33%
• College & Career Readiness			29.27%
School Climate Overall	87.60 ★★★★		
• Participation	74.83		
• Discipline	83.62		
• Safe/Substance Free Env.	78.78		
• Attendance	93.02		
• PBIS	+5 points to overall score		
Graduation Rate	[redacted]		10.6
Financial Efficiency	no score, no data	no score, no data	no score, no data

In light of the redesigned CCRPI system and AASD's CCRPI scores, AASD received a designation of a Comprehensive and Targeted Support and Improvement (CSI) school. As a part of the CSI process, AASD is working with the School Effectiveness and Improvement division from the Georgia Department of Education and funds will be allocated specifically designed to boost our students' academic performance. In addition, we will be required to conduct a Comprehensive Need Assessment on a yearly basis and create a School Improvement Plan (SIP) based on student and school needs.

Previous Accreditation Recommendations and Actions

CEASD's last accreditation provided AASD with a variety of recommendations with considerable emphasis on the organizational structure and the need for supervisors in each department so that both teachers and students could have a clear picture of who evaluates them, who they report to, and who is responsible for the implementation of school initiatives. Post accreditation, AASD created four new department head positions: Elementary, Middle School, High School Academic, High School CTAE/Transition. These four instructional leaders are the direct supervisors for all teachers and paraprofessionals in their respective departments. They manage the operations of the departments and serve as instructional leaders. While this has been positive in elevating accountability of and support to staff with supervisors who are more accessible to them, it has also created silos and separation in some regards that we are working to eliminate. With three of the four department heads being new to leadership at the time the positions were created, there have been natural growing pains as they find their own styles and strengths.

CEASD also recommended an intensive examination of the amount of professional development and training provided to instructional staff as it relates to assessment and testing. The instructional leadership team examined all Tier One instructional expectations and streamlined the assessments that were required for each department. Having Department Heads enabled more appropriate variation for instruction and assessment. We continue to examine our Tier One expectations and have worked to differentiate training for staff depending upon their years of work at AASD and the strengths and needs based on performance observations. We established a New Teacher Institute to provide all new teachers with training throughout the year on Tier One expectations and for staff who struggle to implement any specific strategy or initiative, Department Heads requests their attendance. Additionally, staff who self-identify as needing a refresher are always welcomed.

Our after-school programming continues to grow with transportation still a barrier to allowing all students to participate. After one parent diligently self-advocated with the county and was able to get IEP documented provision of transportation for extracurricular activities for her child. This parent then advised a couple other parents to do the same. As such, there are a few counties now who provide limited transportation for students to participate in after-school programming. This continues to be something that we are unable to tackle directly as we are required to work collaboratively with our local school system partners, many of whom, are not open. At this point, parents have the greatest influence to make this happen and we continue to work to empower families to self-advocate.

Outreach was another identified area to grow based on the last accreditation report. We are extremely proud of the significant growth that we have had with regards to Outreach.

During the previous accreditation, the Career Technical and Agriculture Education (CTAE) department was just beginning. Since that time multiple additional components and changes have been made. AASD has six CTAE pathways: Nutrition & Food Science, Plant & Landscape Systems, Audio, Video

Technology & Film, Graphic Design & Communication, and Internet of Things. AASD secured funding for a new greenhouse through DOE and added Graphic Design & Communication. Business Technology was not a popular pathway for many years. After evaluating the trends in the workforce, it was decided that Internet of Things would be started in place of Business Technology. This has been a constructive change. The Graphic Design lab received funding through DOE as well and is in the second year of implementation. Students in the CTAE classes take their End of Pathway Assessments. Also, we have a strong Career Technical Student Organization which is very popular for high school students. The students in CTSO attend events through the Career & Technical Instruction (CTI) student organization. CTI is for any student served by an IEP in the state of Georgia. CTI provides several leadership events during the year as well as competition in the spring. Students at AASD have attended the Spring Leadership Conference for five years and always bring home the gold. In addition, students who have met their credits receive work experience and dual enrollment opportunities. There is a strong collaboration with GVRA as AASD is one of the state's E3 Pilot schools. High School High Tech promotes visits for students to various business and post-secondary training programs. These different components have better prepared our students for life outside of AASD.

An added change has been the addition of a full time Athletic / Recreation Director. As a result, we have been able to expand our afterschool programs to provide additional extracurricular opportunities for students. The sports program and after school tutoring in addition to other after school events are very popular for students.

On the other end of the spectrum is the expansion of our outreach to younger ages. We now have three programs that provide site based early language acquisition and family education. Toddler Time and Baby and Me consists of Tuesdays/Thursdays 9:30-11:30 for one year olds, Wednesday mornings for infants 10:00-11:00, and Monday-Friday for Twos. The two year old program originally operated from 9:30-11:30 however this year, in partnership with Georgia PINES we have expanded that to be a full six hour program from 8:00 a.m.-2:00 p.m. All programs include a family group meeting weekly as well as ASL class weekly for parents. Our Twos includes monthly VIP programs that have parents or special guests spending the day with the children in the classroom. We also include home visits at the start of the year to begin that home-school partnership. The Parent/Family Discussion Group provides parents with ongoing discussions about child development, language development, the transition process to school, assessments of young children, potty training, and also provides exposure in an intimate setting with deaf adult role models and a student panel annually.

As a part of Outreach we have also expanded our assessment program to provide Toddler Outreach Assessment for children all over the state of Georgia to assist county programs and parents with the transition from Part B to Part C. A team of AASD staff that includes a school psychologist, speech language pathologist, ASL specialist, and educational diagnostician work collaboratively to provide a comprehensive assessment to families that looks at all developmental areas in a comfortable setting. While many of these families are from outside counties and may not have intended to enroll at AASD, some of them come back to us later after their children are not as successful as they had hoped in their home programs. Their initial visit to us for assessment makes a positive lasting impression. The assessment ends with a wrap up meeting sharing initial impressions and families receive a comprehensive report a couple weeks later that they use in their IEP meetings.

Community ASL Classes have also been a part of our Outreach expansion. In addition to classes of varying levels for adults, sibling class, and childcare on Saturdays at AASD, we have added weeknight even classes regionally so that some families and community members can take class closer to home.

The technology committee which is made up of teacher and staff representatives is strong and we have a system IT specialist who serves the three state schools in addition to our school-based technology specialist. There are several system-wide changes that have been implemented such as Go IEP, SLDS, and the addition of Canvas, a learning management system next school year. Student data is also more centralized and contained in the SLDS platform. There are many resources in SLDS that our teachers are not utilizing. Training in use of SLDS and Canvas will provide our staff more resources that can be used for instruction. Additionally, the IEP process is compliant and is smoother. While not perfect, there are more structures in place that ensure the families, students, and teachers are all involved in the process. AASD has centralized all subscriptions and these are now housed with the media specialist. It is beneficial because usage reports can be pulled to see what resources are being used, how many are using it, is the subscription a good use of taxpayer dollars, etc. The school continues to follow our procedures for assessing students with the NWEA Measures of Academic Performance. While this has been in place for some time, there is now enough reliable data that can be used in several ways. MAP data provides longitudinal data progress for students, parents, and teachers. Also, the data can be used to compare with other schools for the Deaf across the country. Due to the variation for state tests, a comparison could not be made. However now we have that information that is shared with staff.

Standard 1: Philosophy/Mission

OVERALL STANDARD RATING: 4.1

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

Highest Scoring Indicator(s)

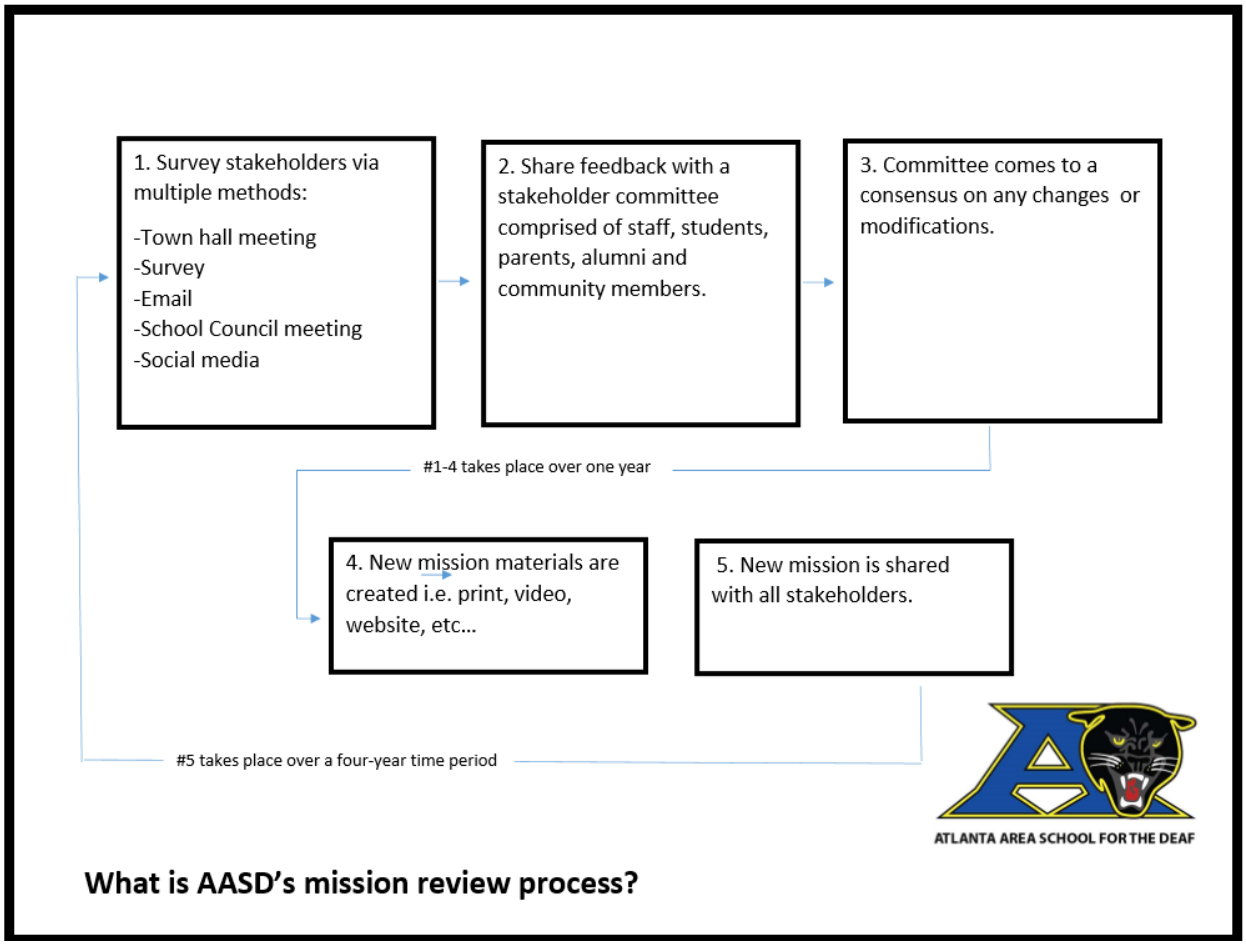
Indicator		Rating
1.2	The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures	4.9

Lowest Scoring Indicator(s)

Indicator		Rating
1.4	The school implements a system to assess its effectiveness in fulfilling its philosophy/mission. The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.	2.2

Based on the self-study process, AASD has demonstrated that it has many strengths related to this standard. The school's mission is clear and the creation of it included all stakeholders. The ongoing communication of the mission and beliefs is evident and it is visible throughout the school, school publications, on our website, and on social media. While we have many strengths, we recognize there are some areas that need to be addressed. When the committee reviewed the indicators, the committee wasn't sure whether AASD has a system in place to assess its effectiveness in fulfilling its mission. While we have a continuous self-improvement cycle to assess the school's strengths and challenges as well as carry out the school improvement plan, lack of systemic communication regarding the process may have contributed to this. It is believed that this can be addressed through increased communication and a shared understanding of the self-improvement process and how it can assess its effectiveness in fulfilling its mission.

After the last accreditation we developed a process for reviewing the mission in a five-year cycle aligned with accreditation however when realizing that we were about to have a new superintendent, we held the process to ensure his participation. After completing his first year at AASD, we began the review process this fall and are amidst that process at this time.



We have surveyed staff and stakeholders and are in the process of having a stakeholder committee review the survey results and discuss any needed modifications to the mission and beliefs. Surveys indicate an overall sense of clarity and satisfaction with the mission and beliefs as they currently are. Of the 63 people who responded, all felt that the current mission and beliefs accurately reflect the school and are satisfactory as they are. These respondents included 47 staff, 2 community professionals, 3 alumni, and 11 parents. It has been suggested that we update the video since students in the video have gotten older and there are some staff featured who no longer work at AASD. This is a project that we will work on to share this fall. Moving forward we anticipate adhering to the process in a five-year cycle.

OUR MISSION

Our mission at Atlanta Area School for the Deaf is to provide a language-rich, student-centered learning environment through American Sign Language and English for the purpose of empowering our students to live independent, fulfilling lives and to become productive members of society.

OUR BELIEFS

- *We believe* optimal learning occurs in an English/ASL bilingual environment.
- *We believe* each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- *We believe* that school, family, and community support is critical to student achievement.
- *We believe* early intervention and language acquisition are imperative for student success.
- *We believe* in utilizing innovative and differentiated strategies that include the use of technology.
- *We believe* in ongoing, collaborative, professional learning to foster the continuous improvement of our program.

Indicators		Rating Score
1.1	The school takes steps to ensure that students and their families understand and support the school's philosophy/mission	4.2
1.2	The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures	4.9
1.3	The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.	4.7
1.4	The school implements a system to assess its effectiveness in fulfilling its philosophy/mission. The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.	2.2
1.5	The school's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources and is accessible to families in their home languages.	4.5
	Overall Rating	**4.1**

Standard 2: Governance and Leadership

OVERALL STANDARD RATING: 4.3

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

Highest Scoring Indicator(s)

Indicator		Rating
2.5	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.	4.7
2.11	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.	4.7

Lowest Scoring Indicator(s)

Indicator		
2.3	The governance and leadership appropriately recognize the accomplishments of staff and students.	3.5

Overall, this standard has demonstrated strong scores in many indicators. Holding the superintendent accountable to the governing body and being responsible for ensuring expected levels of student performance and the governing body providing effective leadership, support, and continuity including succession planning to ensure stability for the school's leadership are some of the areas that AASD performed well. This is in light to the recent hire of the new school-level superintendent and its role the governing body (Georgia Department of Education) played in the recruitment and hiring process. Since the first day on the job, the superintendent has worked tirelessly to become acclimated to the school culture, operations and governance/leadership and engage the community as well. The superintendent maintains a positive working relationship with the State School Office staff as well as other Georgia Department of Education staff. The school superintendent regularly consults with the State Schools Office leadership regarding sensitive personnel matters, legal issues and other critical issues that warrant their attention.

As state employees, we recognize the importance of adhering to state guidelines and procedures that are already in place. The Georgia Department of Education, our governing body, has such policies and practices in place. The State Schools Office including the Director serves as the governing body for all three state schools including AASD. The Director is responsible for the oversight and evaluation of the school-level superintendent which is conducted annually. Information and announcements are disseminated to the state school leadership team and selected staff on a regular basis and the State School Director hosts monthly meeting for the state school leadership team. The decisions are then

communicated and addressed before trickling down to AASD. GaDOE has a governing board of education members who meet on a monthly basis and work with the state superintendent to establish policies and procedures concerning educational policies in the state of Georgia including the state schools.

In the past several years, the State Office has assumed increased oversight and responsibilities concerning school operations of all state schools to ensure standardization and consistency regarding school nutrition, facilities, maintenance, custodial, information technology, human resources and business operations. The primary goal is to allow the school-level superintendents to maximize attention and focus on instruction and student support services at school. It is still a transition in process as communication, oversight, and decision-making process especially when the directors/supervisors overseeing the school operations are not present at school on a daily basis. This requires the superintendent to facilitate and maintain a high level of communication with GaDOE and AASD employees regarding school operations.

All AASD staff members are required to familiarize themselves with state policies that affect both the school setting and that of state employees. Even though AASD functions are similar to a public school district, we are bound by GaDOE policies. All staff members are issued a staff handbook, which is regularly updated, and confirm the reading and understanding of policy documents at the beginning of each school year. Staff also has access to the policies through a shared school network and internet. Staff are aware that if they have any questions or concerns, they can go to our Personnel Technician who serve as our liaison to the Human Resources Office at Georgia Department of Education.

Like the superintendent, the staff are held accountable and they hold students to high standards in terms of academic progress and character. Our employees participate in a variety of surveys on a yearly basis which the results are used to address perceived areas of weaknesses and identify strengths. The survey process is one of several ways of involving the staff and other stakeholders in the decision-making process. Monthly staff and department meetings provide as an avenue for information sharing and in some cases, support their professional learning. Meeting agendas and meeting information are disseminated among team members and school leadership. Teacher collaboration is supported by the school as collaborative meetings are held within content areas and are facilitated by instructional coaches and school psychologist. Leadership and management meetings are held on a regular basis to address and carry out decisions impacting school operations and instructional practices.

It is noted that one of the areas needing improvement is recognizing staff and students' accomplishments in a consistent basis. Even though we host "Celebrate AASD!" school-wide assemblies after each reporting period to recognize student achievement and special events, there is a need for increased consistency in recognizing staff accomplishments and highlighting these accomplishments would be an effective tool to boost staff morale.

Indicators		Rating Score
Governance and Leadership		
2.1	The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.	4.3

2.2	The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.	4.4
2.3	The governance and leadership appropriately recognize the accomplishments of staff and students.	3.5
2.4	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.	4.4
2.5	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.	4.7
	Governance	
2.6	The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions**.**	4.2
2.7	The governance systematically evaluates its own effectiveness in performing its duties.	N/A
2.8	The governance is focused on selection, evaluation, and support of the head of the school; policy development; planning; assessing the school's performance; and ensuring the availability of adequate resources to accomplish the school's philosophy/mission.	4.4
2.9	Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school.	4.5
2.10	The governance utilizes a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.	N/A
	Leadership	
2.11	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.	4.7
2.12	The leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	4.5
2.13	The leadership ensures that professional and support staff members stay well informed about educational developments.	3.7
2.14	The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.	4.2
2.15	The leadership adheres to appropriate guidelines concerning confidentiality in communications.	4.3
2.16	The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students with sensitivity to their diverse backgrounds.	4.2
	Overall Rating	**4.3**

STANDARD 3: School Improvement Planning, Outreach and Viability

OVERALL STANDARD RATING 4.2

The Standard: *The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth. Outreach services are provided to critical stakeholders. The school has in places strategies, services, partnerships, marketing plans, etc. to ensure the viability of the school.*

Highest Scoring Indicator(s)

Indicator		Rating
3.5	Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.	4.8
3.13	There is evidence of collaborative projects with statewide stakeholders.	4.8

Lowest Scoring Indicator(s)

Indicator		Rating
3.2	Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.	3.1
3.14	Outreach services are tracked and evaluated.	3.9

AASD continues to utilize a collaborative process to develop and implement our school improvement plan. The school improvement plan is based on a compilation of data and analysis in our Comprehensive Need Assessment (CNA). It includes but are not limited to both state and in-house assessments: MAP, BRI, state testing scores, surveys, behavior data, enrollment, attendance and historical data. The data guides the planning and the actions required for implementation of the school improvement plan. Financial support is followed closely, and AASD uses a combination of state and federal funds to support the initiatives outlined in the school improvement plan. The needs must be stated explicitly in the school's comprehensive need assessment and the school improvement plan in order to be eligible for federal funds. All allocated federal grants are accounted for by the State Schools Office Federal Grants coordinator and the superintendent. The superintendent and the school leadership team are the responsible party for assessing the execution of the plan. The team is composed of teachers and staff from various areas/departments.

Progress of the school improvement plan is shared regularly by the superintendent at staff and assorted meetings and with families via School Council and periodically in our weekly e-newsletter AASD This Week. Additionally, our Parent Compact as a part of our Title One requirements, ensures that we are addressing school improvement goals with families and our Title One updates that happen twice annually further ensure the parent/family component of school improvement planning. In addition, we post pertinent documents on our school website.

External reviews have been frequent over the past years with GaDOE and Southern Association of Colleges and Schools (SACS)/AdvancED. Given our designation as a Priority School based on our state testing scores, we work closely with the Georgia Department of Education's Division of School and District Effectiveness. The office provides a school improvement specialist to visit the school on an ongoing basis. The purpose of the visit is to provide guidance and support as well as monitor our progress. This year, we are in the middle of transitioning to a new monitoring system based on the state's ESSA plan. We now have a Comprehensive and Support Improvement (CSI) designation based on our CCRPI scores and graduation rates. The external process will be similar to what we've done in the past as a new school improvement specialist will be assigned to work with AASD. Communicating to stakeholders continue to be an area needing improvement. There needs to be a consistent effort to communicate our progress to a variety of stakeholders, not limited to staff and families.

Outreach Programs/Services

Outreach programming has been a big area of growth since the last accreditation and was reflected as a strength in the school wide self-assessment. We need to do a better job of communicating all the assorted things we are doing school-wide and with community partners so everyone really knows all of what is happening.

Programs for Little Ones

Outreach now has Baby and Me which meets Wednesdays 10:00-11:00 a.m., Toddler Time Ones on Tuesdays and Thursdays 9:30-11:30 a.m. and Toddler Time Twos which this year was expanded to meet Monday through Friday 8:00 a.m.-2:00 p.m. Baby and Me focuses on the initial support families need to reframe their communication strategies with a Deaf/Hard of Hearing baby. The Toddler Time programs both focus on language learning and developmentally appropriate play-based learning activities. Baby and Me requires a parent/caregiver to stay and work with teacher and baby together. Toddler Time programs provide ASL classes and parent discussion groups weekly. These programs also address assorted developmental topics for parents/caregivers that include things like potty training, sharing books, literacy development, transition to school, assessment, etc… Speakers are brought in, past parents share stories, assorted staff members answer questions, and even student panels are a part of this program. Toddler Time for Twos now includes a partnership with GA PINES. All families in this class receive support from a GA PINES Parent Liaison.

Related to outreach supporting our programs for younger children, our outreach supervisor participates in the GA Preschool Consortium which meets quarterly. A presentation is made annually to this group to educate them on the services that AASD provides for young children and to dispel myths about programming.

ASL Classes

Outreach provides ASL Family and Community Classes on weekends and weeknights. Saturdays we have Beginner 1, Beginner 2, and Beginner 3 level adult (ages 15 and up) classes, sibling classes (ages 10-14), and childcare for children under 12 with deaf childcare providers. All of these classes work to provide the whole family an opportunity to learn ASL and meet Deaf role models. As a result of some parents being unable to attend the Saturday classes, a group of parents in a specific geographic came and requested a class closer to home. We provide a weeknight event class to accommodate those parents. Survey results had us also create an additional regional weeknight class to accommodate families in a different geographic location.

Community Involvement
Community Tours are provided the last Thursday of every month for community members to come and see the school. These tours are not for prospective families but rather for those who could be potential partners, graduate students, home school groups, etc. as a part of outreach.

University Collaborations
Outreach provides a lecture each semester to Georgia State's Diversity in Education and Intro to Special Education classes. The university professor brings a group of 15-20 students and an overview of AASD and what an ASL/English Bilingual Program entails is the emphasis of these discussions. The professor continually reports this to be a highlight for both courses each semester.

AASD is a desired site for student teachers. Outreach works to support programs that trains future teachers. Currently we place interns and practicum students from University of North Florida, Georgia State University, Valdosta State University and RIT/NTID on a regular basis.

AASD also supports assorted research projects that align with our mission. A research request form was created to vet research projects and ensure that no one group of students, families, or teachers become too bogged down with additional work while also working to support quality research that helps grow our field.

The Outreach Supervisor has now been a member of the University of Valdosta's Deaf Education and Interpreting Education Advisory Board for the last five years and has helped get the University to elevate its ASL expectations for its education students and move to the ASLPI for testing its graduates.

Family Engagement
AASD has added a Family Engagement Specialist who assists with planning events for families and facilitating communication. Family events for each department have been created to help get families to school in meaningful ways. Elementary's Bring Your Parent to School Day has been a success for the last three years, giving parents an opportunity to see classrooms in action as well as having a chance to participate in specific workshops. Our Camp Fair has helped ensure that families are provide camp options that are accessible to Deaf/Hard of Hearing students and accessible financially as well.

AASD This Week is the online newsletter that goes home to families in both Spanish and English. The Parent Compacts provide an agreement between the school, student, and family annually and emphasize the importance of the home-school partnership. School wide emphasis has been placed on increased connection with families. Communication expectations for staff have been implemented and families are contacted a minimum of 4 times per year by their children's case manager. Additionally, all service providers are required to reach out to families and make personal connections quarterly. A Hispanic Family Liaison ensures that our Spanish speaking families have access to all communications as well.

Social Media and Marketing
Since our last accreditation Outreach has taken on the establishment of a social media presence. We utilize the online platform Hootsuite to streamline our Facebook, Instagram, and Twitter accounts. We finally completed our AASD promotional video and are very proud of the positive feedback we have received.

We purchased a digital sign out front with also advertises events at the school for the local Clarkston Community. We drafted new materials to work on branding however as we go through the possible revision of our mission, we are considering an academic logo in addition to our athletic logo, so held off on printing of these materials. We began the process to engage a deaf marketing graphic designer to assist with this project and have students become a part of this discussion. We are also looking to create a new position for social media and marketing to assist Outreach with this large task so we can take things to the next level.

Sponsorships

This year's addition of clearly defined sponsorship opportunities not only brought in money to the school, but further emphasized the value of partnering. A few companies have even sought us out to partner as a result of the publicizing we have done thanking our sponsors. Over $30,000 in corporate sponsorships were obtained this year which doesn't include a variety of in-kind supports that were newly established. In addition, a large grant opportunity with Coca-Cola has resulted from the sponsorship efforts which could double our amount for next year.

Outreach Tracking

Outreach activities are tracked via an excel spreadsheet. Staff are asked to share any outreach related activities they lead and the outreach supervisor maintains this document. It has not been the most effective system for tracking. Additionally, staff do not always know what is being done related to Outreach. A tracking tool and an improved system for communicating outreach activities is among the priorities for this.

Indicators		Rating Score
3.1	The school's improvement plans are developed with broad-based school community participation and input.	3.6
3.2	Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.	3.1
3.3	Improvement plans are supported by the school community and approved by the governance where appropriate.	4
3.4	Periodic external reviews validate the school's processes for strategic or long-range planning and school improvement.	4.7
3.5	Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.	4.8
3.6	The school's improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.	4.4
3.7	Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.	4.4
3.8	The school can document its long-range planning for finances, facilities, technology, marketing and expansion of statewide services.	4.4
3.9	The school demonstrates a variety of unique community partnerships and the school insures its visibility in the extended community of diverse stakeholders.	3.7
	Overall Rating	**4.1**

Outreach Indicators		Rating Score
3.10	The role of outreach is reflected in the school's mission.	4.4
3.11	The outreach staff is sufficient and appropriately qualified to provide outreach services.	4.2
3.12	An array of comprehensive outreach services are provided both on and off campus to children and adults both deaf and hearing	4.7
3.13	There is evidence of collaborative projects with statewide stakeholders.	4.8
3.14	Outreach services are tracked and evaluated.	3.9
3.15	Outreach services are well publicized to potential consumers.	4
3.16	Training and professional development opportunities are provided to potential consumers.	4.4
	Overall Rating	**4.3**

STANDARD 4: Finances — Overall Rating 4.3

The Standard: *Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.*

Highest Scoring Indicator(s)

Indicator		Rating
4.12	The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.	4.9

Lowest Scoring Indicator(s)

Indicator		Rating
4.6	Stakeholders have opportunities to provide input into financial plans.	2.8

The financial resources at AASD are currently sufficient to support the educational opportunities defined in the school's mission. The initial budget for the three state schools is determined by the State Legislature and then each school is responsible for submitting a bottom up budget to the Director of State Schools and the Business Manager who then determines how the allocation will be divided. Once that has been determined, the bottom up budget is then re-examined at the school level and the funds are divided into five departments: Instructional Services, Pupil Services (support staff), Administration, Maintenance, Nutrition, and Facilities. Budget amendments are made throughout the year if necessary depending on various department needs. AASD also receives federal funds from the Title I, II, VIB, and School Improvement Programs as well as state grants for the CTAE and preschool programs. This information is shared with stakeholders through staff meetings, school council meetings, and parent meetings. All spending ultimately goes through the Georgia Department of Education (DOE) and audits are conducted frequently. All required insurance is carried through the Georgia Department of Education.

AASD also has a separate fund account, Student Activity funds which is managed at the school level. The student activity funds are primarily used for fundraising purposes, field trip fee collections and any other monetary donations made to the school. The advantage of having a separate student activity account is that it provides additional flexibility for the school and doesn't require the use of state procurement process. The account is regularly monitored by the school accounting professional and the superintendent, and the superintendent determines the allocations of the student activity funds based on needs and requests.

While we met almost all the indictors and scored well in this area, there are some ongoing challenges related to this standard. Not for lack of funding or allocations, but more for the functioning and operations of this department. The Georgia Department of Education recently revised its procurement process and as a result, it has created additional delays in the purchasing process. The amount of

scrutiny and attention to details to the purchasing process can be very cumbersome and taxing. It has been a frustrating process for many of our staff who are still not familiar with the process and expect the requested items to be ordered and delivered in a timely manner. We have emphasized to our staff the importance of submitting purchase requisitions in advance.

Although the budget is reviewed monthly between the State Schools business manager and the superintendent, there needs to be a more in-depth analysis and a deeper breakdown of what money is going where. The superintendent also works closely with the State School Federal Grants Coordinator to ensure that the allocated federal funds are accounted for and are documented accordingly. There also needs to be a more systematic way to share the information with stakeholders and allow for increased input from the stakeholders.

AASD's FY19 Budget

By Department	Code	Subaccount	Budget
414D5410- Instructional Services	300	Personal Services	$4,398,978
	301	Regular Operating	$188,500
	305	Computer Charges	$36,500
	307	Telecommunications	$15,000
	312	Contracts	$175,600
414D5411- Pupil Services	300	Personal Services	$2,536,299
	301	Regular Operating	$7,500
	307	Telecommunications	$150
	312	Contracts	$2,500
414D5412- Administrative Services	300	Personal Services	$602,488
	301	Regular Operating	$12,900
	305	Computer Charges	$2,000
	307	Telecommunications	$600
	312	Contracts	$2,000
414D5413- Maintenance Services	300	Personal Services	$170,524
	301	Regular Operating	$261,812
	312	Contracts	$15,000
414D5414- Nutrition Services	300	Personal Services	$148,000
	301	Regular Operating	$24,000
	304	Equipment	$7,000
	312	Contracts	$32,000
414D5416- Facilities Services	301	Regular Operating	$205,000
	307	Telecommunications	$28,000
Total			**$8,872,282.00**

Indicators		Rating Score
4.1	The school implements written financial policies and procedures that are in accordance with accepted business practices.	4
4.2	The governance and leadership exercise prudent control over all financial operations.	4.2
4.3	Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.	4.2
4.4	Finances are currently stable and projections indicate continuing stability.	4.8
4.5	The school develops short-and long-range financial plans to ensure resources are available to deliver its educational program and services.	4.8
4.6	Stakeholders have opportunities to provide input into financial plans.	2.8
4.7	Families enrolling students in the school are informed in advance of all financial obligations for attending the school.	4
4.8	Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.	4.7
4.9	Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.	4.8
4.10	The school has written, reasonable, and equitable tuition, collection, and refund policies.	3
4.11	The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.	4.8
4.12	The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.	4.9
	Overall Rating	**4.3**

STANDARD 5: Facilities

Overall Rating 3.8

The Standard: *School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.*

Highest Scoring Indicator(s)

Indicator		Rating
5.1	The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.	4.3
5.5	Lighting is adequate and appropriate in student and staff areas.	4.4

Lowest Scoring Indicator(s)

Indicator		Rating
5.6	Sufficient space is available for ingress, egress, and traffic flow within the facilities.	3.1
5.3	The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for: • instruction • administration • conferences • student activities • student services • storage of school property & storage for student belongings	3.4

The school facilities are safe, clean, well-maintained, and meet all health and safety code requirements. Physical limitations make growing a challenge for us. We have maximized our existing spaces to create additional classrooms and offices wherever possible in the existing structure we have. Over the years, we have repurposed office spaces, open areas and classrooms to make room for new programs. Because of the physical limitations, we often encounter challenges to expand or build programs. There is sufficient space, when moving through the building, for a good traffic flow. However, the traffic flow outside during peak times particularly school dismissal can be a challenge especially when we have school buses lined up, blocking all of the driving lanes.

Given the availability of our surplus funds, we made significant renovations over the past five years including but are not limited to:

- Addition of our new video recording studio (Veditz studio)
- Student Health Clinic
- Middle School Science lab classroom
- Additions of permanent walls in some Elementary classrooms
- Reconfiguration of Behavior Support Room
- Auditorium lighting system & stage curtains
- Removal of school carpet and installed LVT tiles throughout the school building
- Major HVAC unit replacements

While we met almost all the indicators and scored well in this area, this is a department and aspect of the school that we believe could greatly improve. Although regular preventative measures, repairs, and maintenance of facilities are scheduled, the school is still working on maintaining consistent air temperature. The majority of the heating and AC units were recently replaced last fall in addition to our newly installed Direct Digital Controls (DDC) system but we are still fine-tuning the system as we are still experiencing kinks.

However, it is noted that we have not been able to fill the second maintenance staff position for over a year since the resignation of the second maintenance staff. Because of this, it has been a challenge for the supervisor to consistently stay on top of maintenance needs in a timely manner although he works closely with some custodians and the warehouse supply clerk to perform basic maintenance duties. We recently made some staff changes to improve the oversight and quality of maintenance and custodial needs. The facilities/maintenance supervisor used to oversee custodians but now, the custodial duties have been reassigned to a new head custodian. The facilities/maintenance supervisor primary duties are to carry out the facilities/maintenance duties and transportation needs.

Indicators		Rating Score
5.1	The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.	4.3
5.2	The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.	3.9
5.3	The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for: • instruction • administration • conferences • student activities • student services • storage of school property storage for student belongings	3.4
5.4	Sufficient systems are in place to monitor and adjust air quality to appropriate levels.	3.8
5.5	Lighting is adequate and appropriate in student and staff areas.	4.4
5.6	Sufficient space is available for ingress, egress, and traffic flow within the facilities.	3.1
	Overall Rating	**3.8**

STANDARD 6: School Climate and Organization — Overall Rating 3.2

The Standard: *The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age-and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.*

Highest Scoring Indicator(s)

Indicator		Rating
6.6	The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.	4

Lowest Scoring Indicator(s)

Indicator		Rating
6.12	The school implements written policies and procedures for handling complaints/grievances by members of the staff.	2
6.13	The school implements written policies and procedures for orienting and mentoring new staff members.	2

One of the ongoing discussions relative to strengths of AASD is that the staff are like a family. No one questions the commitment to students or the desire to work hard and make AASD a great place. There is a definite overall feeling of respect. The creation of department heads helped to make the departments more cohesive and helped clarify the organization of the school in positive ways however in some ways did hurt the climate as well. The top priorities to this standard upon further discussion seem to be related to this issue and also relate back to our overall priority related to communication of information. While there is a procedure and policy for grievances and complaints that is shared with staff regularly, we have seen that some still are unaware of it and there are others who express concern to follow it. The addition of our new Superintendent is certainly helping rebuild that positivity and this accreditation is also providing opportunities to find creative ways to remedy this issue.

In terms of culture and climate, there is a commitment to a culture of collaboration. Our Literacy Coach, Math Coach and the School Psychologist facilitate the Instructional collaboration meetings (ICM) every week for classroom teachers and it have been successful this year in helping provide teachers a vehicle for shared planning and discussion. The School Leadership Team has moved from years past being a dreaded committee to one that is more desirable to be a part of. We have Instructional Leadership Team and Management Team meetings to review decisions and share information. Our all school staff meetings have become informative sessions with leadership versus only being housekeeping lists. We are on the right track, but there is still work to do.

Procedurally, we have shored up policies and procedures. There are still some challenges that stem from being a part of a larger DOE system. As State Schools work to be more consistent between us and our sister programs, Georgia School for the Deaf and the Georgia Academy for the Blind, certain processes and procedures still feel somewhat cumbersome.

The hiring of a new AASD HR Personnel Technician has been positive in that she is on top of thing and assists with making sure all evaluation procedures, hiring procedures, and personnel policies are communicated to everyone in a timely manner. All new hires are required to go through an orientation on their first day of work which the HR Personnel Technician goes over the new staff checklist to ensure all relevant policies and procedures including benefits and payroll are addressed. In addition, the new classroom teachers participate in the New Teacher Institute which is the school's new teacher induction program. Following the orientation, the new teachers are assigned to participate in induction activities led by the Media Specialist which give the new teachers the opportunity to familiarize before all AASD staff report to work after summer break. The new teachers then participate in monthly induction activities throughout the school year with the goal of learning more about the school in various areas. The low rating in this area reveals that there is a lack of shared understanding and communication regarding the new teacher induction program. It doesn't mean AASD doesn't offer support for new teachers but rather, it means that the school needs to raise awareness about the new teacher induction program for staff in general including what it entails for new teachers. We currently do not have a formal induction program for non-classroom teachers/staff but we do have the required orientation for all incoming new employees and the supervisors are required to meet with their new employees to go over their duties and responsibilities. We also work to assign mentors to those staff as well to assist them in answering questions and navigating new employment.

Over the past several years, AASD has hired additional Deaf/Hard of Hearing employees to make it more balanced and reflective of our students. At the last accreditation visit, D/HH staff made up 32% of our entire workforce but this year, it is at 41%. However, we are fully cognizant of the fact that the current staff demographics do not reflect the makeup of our students' ethnicity. More than 75% of the entire student population are people of color. AASD is continuing to seek ways to recruit staff of color in various positions and encourage them to enroll in teacher certification program in order to be employed in a certified position. We also recognize that this issue is not exclusive to AASD as it is a nation-wide issue concerning deaf school and programs.

All employees are evaluated in accordance with their job responsibilities. All non-classroom teachers are evaluated using the state e-performance evaluation system. Toward the end of the school year, supervisors meet with their employees to go over their e-performance evaluations. Classroom teachers are evaluated using the Teacher Keys Evaluation System (TKES) which lends itself for more frequent observation and interactive supervisory discussions. All teachers are required to submit their professional learning goals/plans to the department heads and the department heads set up beginning of the year conferences with them to review their professional goals. This gives the teachers the opportunity to discuss their professional learning needs based on their goals. Classroom observations are both scheduled and unscheduled and range from informally monitoring one specific aspect of professional practice to a formal evaluation meant to cover a wide range of standards. Teacher and other support staff may have an individualized plan developed for their continued professional growth based on their needs such as certification, organization, or various instructional techniques. TKES evaluators are required to attend the initial TKES evaluation training and then get re-certified annually through a refresher training offered by the Georgia Department of Education. Classroom teachers and staff are given the opportunity to attend various professional learning opportunities either in-house or in-state. Depending on their professional learning goals and plans, some staff/teachers attend out of state conferences/workshops.

Positive Behavior Interventions and Supports (PBIS) is in a reboot this year with new expectations having been voted on last year and the push for staff to ensure that students are aware of PRIDE has been slow but steady. It is important that school wide everyone buy in to PBIS and we have seen some challenges as some staff still struggle with a more punitive approach to discipline. The revamping of the SRC described in Standard 10: Student Services and the modifications we have made to broaden the PBIS Core Team has us very optimistic about this. This past fall we sent a team to a Tier 2 training and another group to the GA PBS conference and all came back with lots of new ideas for how to improve our existing program and bring it to the next level. We look forward to having teachers educate other teachers on the value of PBIS and we are excited to expand our Tier 2 supports to include a Check In Check Out (CICO) system next year. We also have improved our data collection relative to behavior, and returned to SWIS and added Kickboard for Middle and High School. This classroom-based reward program has been very helpful but requires department head oversight to ensure teachers are following through. Data continues to be shared at all staff meetings, department meetings, through our weekly Panther Pride email, and via bathroom data.

Classroom management plans are required at the start of each school year for all ages outlining the classroom acknowledgement system in place, supplements to the school wide classroom expectations, differentiation tactics, etc. to ensure that each teacher has a cogent plan for maximizing students' opportunities for success that is developmentally appropriate given the age level.

Every year in our PBIS surveys we receive lower scores due to a perception of inconsistency with consequences for behaviors. This year we implemented a behavior matrix as a guide for consequences for middle and high school students. This have proven to be helpful. We have begun to have some more discussion related to how staff escalate incidents and cultural sensitivity to behavior issues, both of which are proving to be healthy and helpful in moving us to the next level.

Language and communication continue to have an impact on climate. As a bilingual program some staff still struggle to sign at all times particularly in common areas. Reminders continue with the emphasis being on incidental learning opportunities for our students. Our language and communication position has not changed and this is not only discussed with all staff during interviews and new staff orientation, but reminders provided periodically.

AASD is a developmental bilingual program in which ASL and English are the two languages used for instructional purposes. We aim to preserve and build upon students' abilities in both languages with the goal being fluency in both. ASL and English are separated to ensure that students receive the best modeling of each. When discussing ASL and English we are looking at them from a multi-modal approach and we work to provide students opportunities to utilize all language possibilities. In ASL, this refers to viewing, watching, signing, and seeing. In English, this refers to reading, writing, fingerspelling, finger-reading, speech reading, speaking, typing, and listening. In situations when a lesson is focusing on speaking and listening in small groups, a teacher might add some signs to support a students' understanding and minimize frustration. If a student is unable to participate in activities with only spoken English without frustration, it may be determined that such activities discontinue for that student. In all areas of instruction, teachers work to develop students' metacognitive and metalinguistic knowledge helping them to understand that they are users of two languages and that they make choices to use each throughout their day.

General Cultural Sensitivity and Awareness Expectations for staff also include the following as outlined in our language and communication guidelines:

A hearing person may need to have a private spoken conversation in a work room on a phone no different from a deaf person on a VP that is clearly signing small, and making their conversation as private as possible. VPs are essentially in private spaces for the most part, making it clear that it is not an open conversation for others to watch. It is inappropriate for staff to walk around on their cell phones and to be chatting on cell phones in public spaces. If someone is in a work room, they are expected to sit in a corner of the room and talk in a private way. If making a cell phone call that is essential, it is expected they take it to a private space with reception or outside in an alcove or corner. There are respectful ways to have private conversations. Staff need to be signing at all times in all spaces where there are Deaf people. If two hearing people are having a conversation it needs to be a signed conversation or it needs to move to a private location. There are times that we have visitors tour AASD who do not have any ASL ability or times that we have students who have been using only spoken English visit with an interest in joining our bilingual environment. As we work to be welcoming to new individuals in our setting and introduce them to our environment, we often use interpreters but there may be times that people will utilize sign supported speech to ensure understanding. We recognize that this is not a method of instruction but a contact language situation out of an immediate necessity. Lastly, we understand that language and culture change and grow over time. We recognize there are highly emotional and personal feelings associated with language and culture. AASD is committed to being an environment of respect and appreciation for language and culture. We operate under the assumption that when people break linguistic and cultural "rules" it is not malicious but rather due to a lack of understanding. We are committed to helping all members of our community learn and grow.

Organizational Structure

Organizationally, the roles, expectations, and reporting relationships are clear. Since the last accreditation, AASD underwent an organization restructure as the Department Head positions were added to the organization. In the previous structure, the superintendent (the position was entitled Principal) oversaw all classroom teachers and paraprofessionals which posed a challenge for the Principal to maintain quality and oversight. The accreditation team recommended AASD to relieve some of the Principal's duties by adding increased oversight of each department including renaming the position of the Principal to Superintendent. Elementary and Middle School each have a department head. High School has two; one over the academic program and one over transition and our CTAE programs. As discussed, this created clearer lines of supervision and the ability to more closely supervise instructional staff, however it has also created some division and silo effects. Additionally, the department heads do not all possess the same ability and skills to be instructional leaders. Moving them from managers to instructional leaders over the last five years has been a priority that has still not yet been fully actualized. The superintendent and the department heads have attended various conferences and workshops related to instruction as a part of the ongoing efforts to strengthen instructional leadership. Since the last accreditation we also added a Supervisor over Outreach and Support Services and an IEP coach. We have a few hourly employees and also have had flexibility to utilize contracts to fill some assorted gaps such as: bilingual consultant, math consultant, diagnostic testing, family educator, ASL community instructor, to name a few. A strength of the school is the ability to creatively work to find the support needed using the resources and parameters that exist as a state school.

Indicators		Rating Score
6.1	The school's design, organization, climate and leadership support attainment of the school's philosophy/mission.	4
6.2	Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.	4
6.3	A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships.	4
6.4	Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.	4
6.5	Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school's success.	3
6.6	The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.	3
6.7	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the students served.	3
6.8	The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.	3
6.9	The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.	4
6.10	Staff members are provided opportunities to offer input into the content of their professional development programs.	3
6.11	As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse students and families the school serves.	3
6.12	The school implements written policies and procedures for handling complaints/grievances by members of the staff.	2
6.13	The school implements written policies and procedures for orienting and mentoring new staff members.	2
6.14	The school implements written policies and procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported.	4
6.15	The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.	4
6.16	Professional satisfaction and good general morale characterize the school's staff.	3
6.17	Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.	4
6.18	The leadership encourages staff members' affiliation with professional organizations.	3
6.19	The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support.	3
6.20	Members of the staff, students, and their families feel safe in the school.	4
6.21	A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.	3
	Overall Rating	**3.3**

STANDARD 7: Health and Safety

Overall Rating 4.5

The Standard: *A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements and provides an environment that addresses the rights of deaf and hard of hearing students to attend safe schools free from violence and exploitation of all kinds. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly*

Highest Scoring Indicator(s)

Indicator		Rating
7.15	Safe drinking water is available throughout the day for the staff and students.	5
7.16	The school has a plan to conduct background and criminal history checks on employees.	5

Lowest Scoring Indicator(s)

Indicator		Rating
7.6	A system exists to account for the whereabouts of students at all times.	3.6
7.12	The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.	3.8

AASD has written procedures for all emergency evacuation and drills which are included in our Emergency Operations Plan (EOP). Our Emergency Operations Plan is updated on a yearly basis by our designated Safety Officer who works closely with the Georgia Department of Education and Dekalb Emergency Management Team (DEMA) to company with current and up to date school safety procedures. Well labeled maps and shelter areas are displayed throughout the school. There is a written evacuation plan posted in each classroom. Regular training, discussion and drills occur with a focus on emergency preparedness. We recently had an intensive safety audit performed by the Georgia Department of Education. The team conducted a school tour and made some commendations and recommendations. Please refer to Appendix A for more information. Over the years, AASD has ramped up its efforts to cultivate and maintain strong relationship with the community safety leaders including the local police department. AASD recently hosted an open house for first responders (police officers, paramedics, etc.) and it was very well received. The event gave them the opportunity to get to know the school's unique student population and how they can support the school in case of school emergencies. We are actively exploring options to replace our existing mass notification system in hopes of making mass notifications more centralized and efficient.

AASD offers sign language classes to all bus drivers so that they can communicate with students, especially about bus safety and rules. AASD has a good relationship with many of our students' county bus drivers which is important to ensure our students' safety on buses.

AASD provides yearly training for staff to receive CPR and first aid certificates. Many of the staff included in these trainings work with students during after school/off campus functions. Although storage of equipment can be a challenge, this has improved greatly since a new maintenance building was constructed and the central supply coordinator started getting rid of surplus items that are not in use.

The central supply clerk is responsible for maintaining the cleanliness and organization of the storage items in the storage building.

At this point, there is no place to document staff health records except for those who want to disclose this to the nurse and the HR Personnel Technician. There can also often be a lag between the arrival of a new student and informing relevant staff of the medical needs of the student. There is a school wide security camera system to monitor staff and students and there is a need to upgrade the system to make it digital. Adjustments are made to this as needed and all visitors must check in the front desk through the administration building. All visitors are required to log in and obtain visitor passes before proceeding further. AASD uses an automated system where the visitor submits their driver license for scanning and the system scans for potential criminal records. If a visitor is flagged for previous criminal offenses that may pose a risk for any interaction with the students, the school takes measures to ensure close supervision and in some cases, the school denies entry for the visitor.

The school nurse has up to date health records on each student and there is an emergency response team for any students or staff with a medical emergency. The nurse sends emails to the appropriate staff to keep them abreast of student medical needs. All AASD employees and volunteers must have background checks which are conducted and maintained by our HR Personnel Technician. There is also an annual training on child abuse offered by our school social worker and the procedures to follow. AASD revised our reporting procedures to increase tracking and paper trail and it has yielded positive results for the social worker. AASD has a Positive Behavior Interventions and Support (PBIS) system in place which includes the Olweus Bullying program. Earlier this school year, we rebooted our PBIS program in light of the fact that we've made many new staff hires since the last time we launched our PBIS program. More information about the PBIS program can be found in Standards 6 and 10 sections.

Personal wellness and healthy lifestyle topics are included in the educational program as well as encouraged by staff. It is noted that we are seeking to improve in this area as our student needs are becoming more varied in terms of social emotional and mental health needs. We have been actively working to maintain partnership with local agencies that provide mental health counseling services to our identified students. This year we developed a new course for high school focusing on Social Emotional Learning to address many SEL topics such as maintaining healthy relationships and so forth. In addition, we offer school assemblies and invite various presenters to share their experiences as a way to increase exposure to a variety of Deaf/Hard of Hearing role models. Our staff wellness committee also works to provide motivating wellness activities for staff that enable staff to model healthy behaviors for students. There are workout contests, recipe sharing, meditation activities, etc...

Another area of improvement is the need to account for the whereabouts of our high school students when they go to see specific support staff (e.g., transition coordinator, school nurse, counselor, etc.). This is a recurring issue particularly during transition time for high school students. Sometimes some students go to behavior support room or to Student Health clinic without an appointment and HS classes change, so the teachers at the next class period often do not know where the students are and mark them absent. Sometimes, the teachers would send out a department wide email asking where the students are and others would respond. There is a way in our current student information management system called Infinite Campus that allows teachers and staff to mark attendance and to make notes. However, it would require for the staff make time to log in and input information. In some instances, there are immediate emergencies that staff need to address quickly and the information is not relayed to the teachers in a consistent manner. We are working to address this to seek a simple solution that is more effective and efficient.

Indicators		Rating Score
7.1	The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.	4.3
7.2	The school provides adequate health care at school functions that take place away from the school's premises.	4.6
7.3	Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.	4.7
7.4	The school appropriately manages the storage and administration of student medications.	4.8
7.5	The school safely stores equipment and supplies.	4.7
7.6	A system exists to account for the whereabouts of students at all times.	3.6
7.7	The school maintains comprehensive, current health records for all students and staff.	4.0
7.8	The school conducts and maintains written records of regular emergency drills.	4.9
7.9	Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.	4.5
7.10	The school ensures that the staff is kept up–to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.	4.4
7.11	Working relationships with local authorities and health service providers are positive and ongoing.	4.6
7.12	The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.	3.8
7.13	The school has an effective system to control access to the school by visitors and other non-school personnel.	4.6
7.14	Staff members model positive health and safety practices.	4.2
7.15	Safe drinking water is available throughout the day for the staff and students.	5
7.16	The school has a plan to conduct background and criminal history checks on employees.	5
7.17	Staff development programs are in place to train members of the school community in the school's expectations, policies and procedures with respect to suspected abuse, neglect or exploitation as well as violence prevention, bullying prevention, sexual harassment and other child safety and protection measures.	4.7
7.18	The school has policies and procedures in place for both prevention and intervention of physical, sexual, emotional or psychological abuse.	4.6
	Overall Rating	**4.5**

STANDARD 8: Educational Program — Overall Rating 4.4

The Standard: *The educational programs consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are adequately financed, are periodically reviewed, and are mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record keeping and good communication. The educational programs of the school provide appropriate Early Intervention (0-3) to critical stakeholders.*

Overall Standard Strengths and Weaknesses

The variety of group learning settings is an overwhelming strength of the educational program at AASD. Teachers consistently offer a variety of learning settings (e.g., individual, small group, large group) to ensure students have assorted opportunities to succeed. This variation also allows for interactions with a variety of adults (teacher, paraprofessional, speech language pathologist, coaches, support staff etc...). This practice enables students to develop work habits that include collaboration, communication, independence, attitude, and respect. The flexibility also allows for teachers to provide frequent monitoring and feedback on student work. This is where differentiation plays a key role and teachers are encouraged to develop centers for students that appeal to the different learning styles and many do this quite successfully.

Inclusivity is another strength, and it is one of which we are quite proud. Students with special needs have an opportunity to be included in both formal and informal activities with their age appropriate peers. At each grade level and within each department, classes are grouped and re-grouped for activities. Students with special needs are provided challenging instruction in classes and are included with other departmental / grade level activities and scheduling. An example of this is the High School club schedule. All students are given the choices of clubs and can join whichever they prefer. The club time is student driven and often, student led. Students with special needs join the club of their choice, along with their peers. Because many students at AASD “grow up” together, they are very accepting of students with additional disabilities and understand their need for support and modeling.

And ongoing priority area in the ratings of the instructional program relate to curriculum. AASD encourages teachers to use the frameworks provided by GA DOE but the functionality of the frameworks is not always conducive to our population. The teachers must modify to such a great extent, they do not always find it beneficial to use the frameworks or curriculum guides. These guides can provide direction to the staff but again, the extent of modification does not cause teachers to feel that we have an easy to utilize curriculum. As a result, this causes some inconsistencies in terms of providing quality and rigorous instruction across the board.

Horizontal and vertical alignment is an identified weakness as well. The students can differ so much at each grade level, teachers of the same grade do not always collaborate. Another aspect that is missing is communication between the grades. Teachers don’t always know for certain what has been covered in the prior grade level and in the challenge to access the standards, sometimes gaps occur. A task force is necessary for us to further discuss and address this continuity and communication between grades. This

problem includes the transitions between departments. Academically, the teachers do not know what has been taught in the previous department. While there are some meetings that occur from elementary to middle school to address specific student needs, the general transition from elementary to middle school requires more structure. Middle school to high school does a better job of communicating as the schedules are created with careful attention to student abilities and course requirements, however there are still questions from high school teachers as to what middle school teachers cover. More coordination of curricular alignment school wide can help address this.

Educational Program Overview

Atlanta Area School for the Deaf provides an ASL English bilingual educational program that includes the basic academic subject areas, ASL instruction, as well as a variety of experiences with visual and performing arts, physical education and health, career preparation, social emotional learning, and family engagement. A diverse range of instructional settings are provided for students every day, including small group, individual, and large group activities. Students are provided opportunities to use different types of technology with an emphasis on being responsible users. The educational program considers the various needs of students such as age, cultural background, and varying ability levels. Students at AASD provide countless opportunities for students to develop social skills with peers and adults while developing their identities.

As one of Georgia's public schools, AASD follows the Georgia Standards of Excellence (GSE). While there are resources available, the guides can be difficult to navigate for teachers and must be adjusted to meet the needs of our students. Curriculum is an area of weakness because of the term "curriculum". We recognized upon beginning the surveys that there were different interpretations of curriculum. There is not a common definition and therefore not a shared understanding. For the purposes of the self-study and staff surveys, the following definition of curriculum was used across applicable CEASD standards:

> *Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. -The Glossary of Educational Reform*

Even with this as a common definition, the two indicators, 8.1 and 8.2 scored the lowest. Due to the extensive discussion held around the two indicators, the area of curriculum clearly needs to become a priority in our next improvement cycle. We have worked hard on identifying Tier One Instructional Strategies and have had Professional Learning in many areas and programs. We now need to look at what that means in the context of curriculum. Several aspects of the conversation included vertical alignment between grades and content and the differences of students by grade / class; curriculum guides not being applicable to the population served; teachers having to modify and accommodate to great extents. There needs to be more training for teachers and time for teachers to collaborate vertically and horizontally both within and outside of their assigned grade level.

Programs for 0-3

Identified strengths of the educational program are the Early Childhood indicators, 8.21 – 8.27. The ratings ranged 4.8 – 5 for this area of Standard 8. Early Intervention indicators scored high as well with

regards to the programs we provide for Little Ones. Our Baby and Me and Toddler Time Ones, and Toddler Time Twos will not only sustain the program at AASD but provide the youngest students with the opportunities to gain language and socialization with deaf peers and adults, and begin early on the trajectory to literacy. Families receive valuable information on language development, Deaf culture, resources on developmental topics for young children, and they are helped with the transition to enter the school system. Classes are led by a Teacher of the Deaf, Speech Language Pathologist, and Paraprofessional. Families also receive ASL instruction weekly while their children are in class. The programs for little ones have been a welcome addition to the AASD educational program. These programs operate as a part of our Outreach Services.

Early Childhood and Preschool

The Early Childhood and Preschool classes are part of the Elementary Department where the Elementary Department Head assigns key support personnel when needed. All the students receive class time with electives teachers giving teachers in that grade band a common planning time. Classes have access to paraprofessionals who support students throughout their day including electives, transitions, meals, naptime (for the youngest) and during instruction. Students' needs are addressed on an individual basis, utilizing their IEP's. All classroom and testing accommodations are followed per the IEP. Classroom sizes are determined by the needs of the students, not by a specific ration. Input is given by the teachers, behavior support department, and administration. The teachers in this program often work collaboratively with the teachers and staff of the programs for Little Ones. The SLP from Toddler Time works closely with these young children as well.

Classrooms were designed for young children when the school was originally built. All whiteboards and bulletin boards are adjustable. The preschool and prekindergarten classrooms have been remodeled. All of the classrooms are equipped with the necessary technology and there are times throughout the day for motor development, dramatic play, art, reading, and small group learning areas. There is a designated indoor play area with appropriate gross motor equipment. An outdoor classroom is also available for students to explore their world around them.

When developing the daily schedule for students, the first consideration are fixed factors: arrival, meal times, electives). Bilingual approach applies to all ages of our students and we keep ASL and English separate in our alignment with our school language and communication policies. Even the youngest receive the necessary ASL models, written English, and spoken English models. Preschool children have designated times of the day where the activities are child selected and they move at their own pace with adults joining in work and play to support their language and cognitive learning. With three and four-year-old children, activities are shorter in length and alternate between quiet and active. Everything that is done is language based with the intent to provide language-rich experiences. Even our youngest children begin to learn that they are bilingual and navigating the use of two languages at school.

Elementary School

The Elementary Department is further divided into Lower Elementary (K-3) and Upper Elementary (4-5). The elementary department provides students with many opportunities to develop academically and socially. Teachers encourage parents/families to learn ASL as they teach them how to be involved in their child's education. One way this is supported is through the Bring Your Parent to School Day, held annually in September. Parents are provided opportunities to observe their children and receive information on raising a deaf child, the importance of Deaf culture, helping with homework, promoting literacy at home, etc. Teachers focus on building strong foundational skills while accessing the grade-level standards found in the Georgia Standards of Excellence (GSE). With flexible grouping, one-on-one,

small group and whole group instruction we meet the wide variety of student needs. The environment is language rich with hands-on activities and lessons. Teachers not only focus on the standards, they balance the languages and give students ample occasions to improve their ASL, spoken, and written English. We offer picture to symbol to sign language support in language, reading, math, science, social studies for the students who are in need. Teachers in both upper and lower elementary provide real-life experiences through field trips.

Elementary teachers struggle with finding the balance between curriculum and the academic /language readiness of some students. In addition to the ongoing intensive language exposure teachers provide, there is an ASL specialist and an ASL lab that can help bridge the gap and support teachers and students. Students who are not language or academically ready for their grade level standards require teachers to provide adaptations to address the concepts. This takes time and energy, but the teachers invest it for their students. There has been discussion for how to house such resources that are teacher made, how these items fit with curriculum, and how to provide more time for teachers to create.

In the spring, students in 5th grade can take a tour of Middle School to learn the differences between Elementary and Middle schools. This is not something that occurs on a consistent basis with all 5th grade students.

Middle School

The Middle School program provides students with many opportunities to grow both academically and socially. The program operates on a modified block schedule. A change has been implemented this year in that along with a block of English / Language Arts, Math is also blocked for a consecutive period. While all the students have some delays with ELA and language, Math schedule was modified by adding two periods to make a full block this year due to math scores dropping over time. The block periods allow for greater depth and breadth of the content. Science and Social Studies are both single periods of 50 minutes each. Students attend electives for each quarter: PE / Health, Nutrition, Art, and Horticulture. Technology is available as a push in service and teachers can sign up for times in the new ASL Lab.

Students are exposed to a variety of experiences that help them in their self-identity and to build self-esteem. Middle school students in 8th grade work with the transition coordinator to take career assessments and interest inventories with the goal of selecting one of the CTAE pathways for High School and developing the Individual Graduation Plan.

In the spring of the 8th grade year, students are provided an orientation to High School. The transition coordinator works with the High School and CTAE Department Heads to help with the orientation. Students are given a tour and can see the many different classes, are told of the expectations, and learn the Department Head responsibilities.

High School and Career Technical Agriculture Education

The High School Department gives students the chance to grow from adolescence into young adulthood. Following the Georgia Standards of Excellence (GSE) and supporting the standards with strategies and resources, students are exposed to the prescribed high school content. Students follow graduation requirements set forth by Georgia Department of Education and earn either a high school diploma or a certificate. The few students who have earned certificates in recent years are those who are late arriving to the United States and did not have time to meet the requirements or students who aged out before meeting the mandatory credits. The graduation test requirements were eliminated by the Superintendent of Schools and students are no longer required to pass these exams. The requirement is to earn the required number of credits in the required content areas. AASD has a high rate of students earing their diplomas, thus students can have more positive post-secondary outcomes.

English/Language Arts	4	9th Grade Literature^ 10th Grade Literature American Literature^ World Literature
Math	4	Foundations of Algebra Coordinate Algebra^ / Algebra I Analytic Geometry^ Advanced Algebra / Algebra II 4th Math Option includes: Statistics, Math of Finance, Computer Science Principles, Embedded Computing,
Science	4	Environmental Science Physical Science^ Biology^ 4th Science Option includes: Chemistry, Food for Life, Food Science, General Horticulture, Computer Science Principles, Embedded Computing
Social Studies	3	World History US History^ Government/Economics^*
CTAE	3	6 pathways offered
Health / Physical Education	1	
Electives	4	

**These two courses are taught as separate block classes giving students 4 credits instead of 3.*
^Denotes course with an End of Course Test which counts as 20% of the final grade.

AASD is part of a pilot program through Georgia Vocational Rehabilitation Program (GVRA) known as the E3 grant: Explore, Engage, Employ. We have extra support from GVRA including a Pathway Specialist who helps coordinate additional career opportunities in the way of tours, field trips, etc. We have a full-time VR counselor on campus who works closely with the Transition Coordinator to make sure students have applied for VR services, meet their transition goals, obtain summer employment, attend summer camps, apply for services, and such. The VR counselor attends the IEP meetings for students who qualify and follows the students after graduation.

Students in High Schools can take advantage of Dual Enrollment before graduation. This free program allows students to take college classes while still students at AASD. We can offer support in the way of our CCART (College and Career Academy: Ready for Transition) program. This is for students who have earned most or all their credits but may need some additional support while working off campus or taking classes. Dual Enrollment offers students the chance to earn college credits and get the experience of college before being set free without any idea of what the expectation is at college. It has been successful for students and students could earn a Technical College Certification at the college before graduating from AASD.

Due to the emphasis on the GSE and course requirements, some teachers do not believe that there is enough emphasis on “life skills” that will help students live independently upon graduation. Some teachers do not believe the GSE is appropriate for all of the students and finding a balance between what is required by the state and what is needed for the student is difficult. While these concerns are valid, through the CTAE and CCART programs, students are increasingly being prepared for their chosen

post-secondary outcome. All students are required to select a CTAE pathway based on interest and ability. Each pathway has three required courses and includes classroom instruction, lab work, and participate in the Career Technical Student Organization (CTSO). When students finish their chosen pathway, they can take their End of Pathway Assessment. If they pass, they will earn an industry recognized credential that verifies they have the knowledge of that pathway. Emphasis is place on soft skills and students can earn an additional certification from the Georgia Department of Labor showing they have the work habits needed to maintain employment. Students can also earn graduation seals on their diplomas related to their involvement in CTAE.

There are six CTAE pathways: Plant and Landscape Systems, Audio/Video Technology and Film, Graphic Design and Communication, Marketing and Management, Internet of Things, and Nutrition and Food Science. These pathways have really assisted students with preparing for real life. Students participate in leadership activities, career exploration and development, work-based learning, internships, and competitions. Job placement through GVRA has been directly linked to a student's success with their CTAE pathway. All students graduate with a career portfolio that contains their resume, certificates earned, and letters of recommendation from employers and teachers. Having the content knowledge and the soft skills opens many doors for our students. The CTAE program itself provides authentic learning for lifetime applications.

Students with Additional Disabilities

Students with special needs at AASD have access to the same curriculum and educational opportunities as other students. This is a strength of our educational program as determined in our surveys and discussed above. There are policies and procedures set up to identify and address the needs of these students and there are ample related services. Picture symbols are integrated and utilized when necessary. Teachers modify curriculum materials as needed and adjust for their assessments. Students who meet the qualifications are provided an alternate assessment per state guidelines. The Georgia Alternate Assessment was a portfolio-based assessment but has changed this school year. Upon meeting the graduation requirements, students with additional disabilities earn high school diplomas. Depending on their work with CTAE and work-based learning, they can also earn seals on their diplomas.

Tier 1 Strategies

At AASD, there are classroom instructional practices that are expected to be present in all classrooms. These are referred to as our Tier 1 Strategies. These strategies are the non-negotiables that teachers are all required to implement.

Standards posted	Essential Questions and Learning Targets
Agenda / Schedule posted	Purposeful use of Technology
Word walls or Thematic vocabulary posted	Thinking Maps Posters displayed
Four Blocks (ELA) / Reading through the Content	Student work with feedback
PBIS PRIDE displayed	Bilingual Strategies
Differentiation	Class Meetings

It is important that required information is posted but more important it is being used effectively. In addition, the learning targets should connect directly to the standards and be in student friendly language. There have been many discussions about Tier 1 Strategies through data teams, administration teams, instructional teams, and Response to Intervention (RtI), in order to develop the Tier 1 Strategies. The list is reviewed yearly and updated based on newly adopted instructional practices or programs. Involving teachers with the discussion showed to be the most beneficial. This was to ensure all students are receiving consistency across grade levels and departments.

Thinking Maps was adopted by AASD approximately 10 years ago and over the years it had not been emphasized as much. Last year AASD gained four new in-house trainers and a re-boot was delivered. This continued this year in addition to adding the writing program Write from Beginning and Beyond (WfBB). This training was rolled out this year and while some are implementing it with fidelity, there needs to be more training for teachers to utilize all the features of the program. Teacher and administration buy-in has been an ongoing issue, as with any professional learning done at a specialized school. However, AASD is recognized as a leader in the use of Thinking Maps by the company and has been featured on their website.

Positive Behavior Interventions and Supports PBIS

AASD implements a PBIS program. We understand that while we must have expectations for students, we must also teach and reteach those expectations. Teachers are required to hold class meetings weekly to reinforce expectations and address relevant topics related to behavior. This is our 8th year as a PBIS school and last year we felt the need to re-boot the expectations and refresh things. We voted school wide on new expectations. Panther PRIDE is still in the process of becoming second nature but staff and students are more conscious of PBIS PRIDE since the reboot. We have also done a staff contest of recognizing each other to help staff think about sample behaviors for the P-R-I-D-E expectations. A consequence matrix was developed this year to assist in developing greater consistency with consequences and our Student Responsibility Center (SRC) staff structure was changed and our Mental Health Team also redefined roles.

AASD as a Bilingual School

Since the last accreditation, AASD is in full implementation as a bilingual school. Teachers use a variety of strategies and techniques for language use and receive periodic walkthroughs or observations. All teachers are required to indicate on lesson plans what the focus for individual activities will be (receptive ASL, Expressive ASL, Written English, or Spoken English). Excellent discussion continues among staff about why we make the choices we do for instruction and has helped keep these choices in the forefront of instructional practices. It has also assisted with the consideration for where Spoken English fits. In terms of direction for staff, our language policy outlines the beliefs and behaviors specific to Language Planning for ASL and English regarding instruction. There are several staff who can provide support to teachers with their language planning and implementation.

American Sign Language

American Sign Language is the language of the Deaf community and it is the language that creates full accessibility for all students in our setting to gain information in all subject areas and social experiences. Staff are evaluated using the ASLPI and a 3+ is the preferred level for teachers to ensure they have the skills to model ASL and explain high level concepts to our students. We had been providing ASL as a content area and this year decided to try something different. Students are not receiving direct instruction in ASL at this point, but rather the creation of the ASL lab allows students to gain small group or individual instruction in ASL with other teachers present to help build capacity in our teachers to eventually be able to embed the ASL Content Standards. Students are encouraged to also creatively use ASL as a form of artistic expression in projects across the curriculum as this is an important element of Deaf culture. Pride in their culture and language as members of the Deaf community is an added element to being a bilingual school.

Relative to language planning and ASL as our language policy states, teachers will:

- Be attentive to all possible ASL language abilities: viewing, watching, signing, and seeing; make sure that all are addressed throughout each unit.
- Make conscious decisions to bridge English grammar and principles with ASL structures to help create greater meaning and understanding.
- Ensure that instruction in ASL is supported by printed English.
- Incorporate assessment strategies for content that is not only in English but also in ASL, i.e., video homework, tests, etc., to ensure that our assessments and instruction match.
- Incorporate elements of Deaf culture and appreciation for creative ASL expression whenever possible in projects, activities, through video, etc.

Spoken English

In terms of Speech/Language services for our students as determined by IEPs, the Speech/Language Therapists use a variety of strategies to support the development in both languages. They also work with keep ASL and English separate. There are times that sign supported speech may be incorporated to clarify, reduce frustration, and assist in understanding. Some of their time with students will be pull out and sometimes they may provide support through a push in model that has them as part of classroom language time, working with small groups of students to support what is currently happening in the classroom.

For our students to maximize their abilities in English, those who wear amplification need to be supported to do so by all staff. Our audiologists, SLPs, and teachers must work together to check hearing aids, replace batteries, check implants, and teach students how to become independent, responsible users of this equipment.

We recognize that while for most of our students ASL is the preferred language. However, we also acknowledge that students need tools to operate in a hearing society. English vocabulary across the curriculum is a large part of this and we believe that in addition to the definition and use of vocabulary, assisting students with maximizing their mouth movement and lip-reading skills are also important. We work to assist them with this as a natural part of vocabulary building in all settings.

Phonemic Awareness is a research-based critical element of reading fluency. It is understood that this provides deaf/hard of hearing students with unique challenge. We use Visual Phonics as part of our instruction during speech time for some of our students. Providing some students this basic building block of letter sounds, syllables, etc., is a useful tool of reading comprehension and fluency as students grow.

One of the most important elements of teaching our students to become successful bilingual students it the meta-cognitive awareness that there are in fact two languages that are used in purposeful ways throughout their day. We are committed to thoughtfully looking at each lesson and activity we do in our planning and considering which language we will use. We will provide a variety throughout the day and week and we will discuss it with students so they become aware and can better understand the differences.

Relative to language planning and spoken English, as our language policy states, teachers will:

- Consider when during their week students are provided opportunities for spoken English experiences. These may be purely social, i.e., last 5-10 minutes of class chat with friends in English – either written or spoken.

- Identify a few places on weekly plans where spoken English will be the focus for students who are able to communicate with that mode.
- Be attentive to all possible English language abilities: listening, typing, speaking, life reading, finger reading, fingerspelling, writing and reading; make sure that all are addressed throughout each unit.
- Include spoken English (mouth movement, phonemic awareness, listening) when introducing vocabulary. By increasing the number of trials students hear and see English, we can create the ability for them to generalize the vocabulary.

Differentiation

We recognize that students learn in different ways and we work to recognize the students' strengths and create lessons and activities that meet their unique individual needs. We recognize that differentiation is not just for students who are struggling but for all students to maximize their potential. When teachers struggle to meet students' unique needs, there are supports and systems in place. Coaches, teachers, administrations and all instructional support staff work collaboratively to determine how to best meet student needs. The State Schools director provided training in differentiation this school year for all three state schools for teachers to have more tools in their tool belt to ensure differentiation.

In Summary

Overall, our instructional program is strong. Our staff are committed to providing students any and all experiences possible to succeed. We have a variety of resources and materials available for teachers/staff and students. We are committed to providing a rich and comprehensive professional learning opportunities for teachers and staff. Our challenge is to align our materials with the standards and create a common understanding of what curriculum means at AASD and ensure that we monitor all the assorted outstanding programs and initiatives that we embrace with fidelity. This will assist us in maintaining a high level of academic expectations and rigor for all students.

Indicators		Rating Score
8.1	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.	3.4
8.2	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.	3.4
8.3	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.	4.4
8.4	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.	4.5

8.5	Students are provided varied opportunities to gain appreciation of art, visual and preforming arts, health, world languages, and physical education in ways that reflect cultural diversity in respect to their family backgrounds and values.	4.1
8.6	The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.	4.1
8.7	The educational program includes instruction in effective uses of information technology and provides opportunities for application.	4.2
8.8	A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.	4.8
8.9	The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.	4.2
8.10	Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.	3.4
8.11	An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.	4.7
8.12	The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.	4.1
8.13	Course or program objectives are simply stated and understandable to students.	3.7
8.14	The educational program considers varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways.	3.6
8.15	The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.	4.8
8.16	The educational program and its expectations for learning are understood and supported by the school's stakeholders.	4.1
Indicators for schools that provide Early Intervention (0-3) services		
8.17	The early intervention program is an integral part of the EDHI system.	4.7
8.18	The early intervention program curriculum is research-based and data-driven.	4.9
8.19	The early intervention program employs qualified personnel with backgrounds specific to early childhood and deafness.	5
8.20	The early intervention program's services are specific to hearing loss, able to support a variety of communication approaches, responsive to stakeholders, and family centered.	5
Elementary Specific (Early Childhood)		
8.21	Families have opportunities to give input into curriculum development.	4.8
8.22	The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.	5
8.23	Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.	5
8.24	Both child-initiated and teacher-initiated activities are included in the daily plan.	5
8.25	Young toddlers primarily receive individual attention and occasionally take part in small groups.	5

8.26	The educational program provides: • a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day. • daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. • early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences. • opportunities for increasing independence in use of materials and equipment. • structured and unstructured opportunities for children's active involvement with people and materials. • spontaneous learning and builds on children's repertoires and curiosity. • learning areas designed for individual and group exploration and growth. • the integration of routine daily activities into learning. • varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.	5
8.27	The educational program provides experiences that prepare students for a successful transition to elementary school settings.	4.9
Indicators for schools with elementary school programs:		
8.28	The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.	4.9
8.29	The educational program provides experiences that prepare students for successful transition to middle and secondary school settings	4.1
Indicators for schools with middle school programs:		
8.30	The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.	3.5
8.31	The educational program provides experiences that prepare students for successful, smooth transitions from elementary school to middle school and from the middle school to secondary school.	3.3
Indicators for schools with secondary school programs:		
8.32	The educational program facilitates a smooth transition from elementary or middle school to secondary school.	4.2
8.33	The educational program develops academic knowledge and skills as well as career competencies.	4.7
8.34	The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.	4.4
8.35	The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.	3.8
Indicators for students with special needs:		
8.36	Students with special needs are identified and placed in special needs classrooms through a clearly defined assessment process.	4.4

8.37	Students with special needs have an opportunity to be included in both formal and informal activities with their age appropriate peers.	4.8
8.38	Students with special needs have access to the general curriculum to the extent appropriate for their individualized needs.	4.6
8.39	Students with special needs participate in the state assessment program.	4.9
8.40	Students with special needs receive related and support services by specially trained staff.	4.8
8.41	Curriculum and classrooms are designed in such a way to facilitate hands-on life skills learning in an authentic environment.	4.3
8.42	Students with special needs have access to accommodations, including assistive technology and other specialized instructional strategies.	4.6
8.43	Students with special needs have a pathway for transitioning from the special needs program, and when appropriate returning to the regular classroom.	4.5

STANDARD 9: Assessment and Evidence of Student Learning — Overall Rating: 3.8

The Standard: *The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.*

Highest Scoring Indicator(s)

Indicator		Rating
9.11	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.	4.5
9.12	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or heath conditions.	4.5

Lowest Scoring Indicator(s)

Indicator		Rating
9.3	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of educational program.	2.8

Students at the Atlanta Area School for the Deaf participate in all mandatory Georgia state assessments. Georgia Milestones, Georgia Alternate Assessments, and End of Course Tests are the tests administered. As juniors or seniors, students take the ACT and are given support during their 5th year based on their test scores. The tests are given with fidelity and coordinated by the state testing coordinator. State testing results in Georgia is a growth model and the information can be found in the statewide Student Longitudinal Data System (SLDS). This system houses the test scores by school and grade and provides the ability to see growth based on other students who scored in the same range. There is a wealth of other information in SLDS such as lesson plan ideas, but teachers do not utilize the information. More training will be needed for this to be implemented.

Teachers administer and collect data using local assessments in the areas of reading, language, math, and ASL. This information should be used to guide instruction, but the information is not always utilized in that way. Teachers give classroom assessments frequently and have been reviewing that data during the data team meetings. Through some of the data teams, teachers have received job-embedded professional development related to the evaluation and interpretation of data. However, teachers' use of data collected to inform and change instructional practices is an identified weak area. The downfall occurs when new teachers begin or when teachers change grade levels or content. Where there is a vast amount of professional development required for teachers at AASD, analyzing data and applying the results is not a sole focus of any professional learning tracks. Contributing factors to this involve the small numbers of students at each grade level and/or content classes, not all assessments are normed for students who are deaf/hard of hearing. With the implementation of the academic coaches, assessments such as the Basic Reading Inventory and Key Math/KTEA, there is more validity to the

results. The math team developed a Curriculum-Based Measurement that is given to students before their IEPs. The information is used to develop appropriate IEP goals based on the CBM results. Local assessments are used for a variety of reasons including the development of IEP goals and objectives and shared with families during the Parent Teacher Conference day and during the IEP. At times it is difficult to accurately explain to families the results and families do not understand the ramifications the language delays have on their child's learning. More training needs to be held to help teachers adequately explain the results of the assessments, so parents understand clearly at an earlier age. Parents should not be asking what the results of assessments mean the weeks prior to graduation.

Academic Assessment	Grade Used	Administration	Description
Key Math	PK – 12th	Every 3 years	Nationally standardized and criterion referenced diagnostic assessment of mathematics concepts and skills. Key Math measures a student's understanding and application of critical math concepts. It can be used with individuals ages 4 through 21 who are functioning at some level within the instructional range of PK through 9th grade.
Kaufman Test of Educational Achievement - 3 (KTEA)	Pre-K to 12th	Yearly	Assesses Math Concepts and Application and Math Computation
Early Numeracy	PreK - 5th	Yearly or as needed	For students to have a strong foundation for the acquisition of formal mathematics that will be taught, they need informal math skills that include rote counting, ability to identify numbers, discriminate between quantities, and formulate mental number lines. These are the bases of the early numeracy assessment in which students are asked to orally / sign count, identify numbers, identify the bigger number from a pair, and identify the missing number from a number line within a one-minute time limit.
Measures of Academic Progress	Fall / Winter: 1st grade range or higher take math; 2nd grade range or higher take Language and Reading; Elem – twice / year MS/HS -- three / year depending on level	Assessments are given one to three times a year depending on age and level of academic progress.	MAO assessments are computer adaptive achievement tests in Math, Reading, and Language usage. The computer adjusts the difficulty of the questions so that each student takes a unique test. The difficulties of each question is based on how well the student has answered previous questions. The results provide a picture of the entire school.
Work Samples	Pre-K – 12th	As needed	Varies for each student and each grade level but should be a comprehensive look at their work.

			(i.e., student created PowerPoint presentations, journals, pictures of hands-on projects or presentations, graphs, vocabulary documents, rote work, work sheets, or student goal setting papers.)
Writing Samples	Pre-K – 12th	As needed	Varies for each student and each grade level but should be a comprehensive look at their writing. (i.e., boardmaker worksheets, sentence stem work, journals, writing prompts, reflections, or fill in the blank worksheets.)
Soft Skills Rubric	10th – 12th	Can be weekly to monthly	Used with high school students who are in the CTAE classes or Work-Based Learning programs to assess their soft skills. Categories include collaboration, teamwork, leadership, respect, attitude, professionalism, initiative, resourcefulness, determination, work habits, work readiness, and integrity. Once strengths and weaknesses are determined, teachers can focus on specific areas.
Work Sampling System	Pre-K	Throughout the year	All Georgia Pre-K classrooms use a formative assessment called Work Sampling System to measure children's progress across 69 indicators in seven domains of learning. All indicators are aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children through the year and use the data to individualize instruction and provide guidance to families.
BRI / Early Literacy	Pre-K – 12th	Yearly	The assessment begins with graded word lists. Students read through the words and when they have read 6 words incorrectly, they have reached their frustration level. The instructional level and independent level are also determined. Next there are grade level passages. Students are evaluated by their rate, accuracy, and prosody, in addition to their ability to use context clues to figure out unknown words. Comprehension questions are then asked. When finished, the independent level, instructional level, and comprehension level for the student is determined. The Early Literacy portion of the assessment is for students who cannot score on the Pre-primer word lists or students that are in early elementary. This test consists of letter recognition, capital vs. lower case letters, reading direction, wordless picture stories and picture stories. There is a basic word list as well.

Kendall Conversational Proficiency Scale (P-Level)	Age 3 to 21 years	Every 3 years	The assessment looks at how a D/HH can participate in conversations by using language in ASL and/or spoken English related to everyday contexts in natural settings with adults and peers. P-levels are a rating scale designed to assess deaf children's communicative competency. The scale is based on categories of interdependent abilities that support how a child communicates from birth to childhood. There are 8 possible levels with the highest level representing the adult-like use of language typically acquired during early teenage years. The P-level scale looks at reference, content, cohesion, use and form of language. It reflects major changes in language development that occur quickly at the beginning and more slowly as children mature. The scale is related to years of experience and competency.
ASL Receptive Skills Assessments	Ages 3 to 13 years who are learning ASL.	Administered twice per student (beginning & end)	The ASL Receptive Skills assessment measure Deaf children's receptive ASL skills or their understanding of ASL grammar in phrases and sentences. There are two parts: Vocabulary check and Video-based receptive skills test. Vocabulary check ensures the child knows the vocabulary used in the Receptive Skills test and therefore can participate in the assessment. It assists the evaluator to note when the child responds incorrectly to a test item, it can be reasonably attributed to problems comprehending the grammar structure, not the signs (vocabulary). Video-based receptive test assesses a child's understanding of specific grammatical features in areas of number distribution, negation statements, noun-verb distinction, spatial verbs (location, action), size, and shape specifiers, handling classifiers, role shift and conditionals in ASL.
ASL Expressive Skills Assessments	Ages 3 to 13 year who are learning ASL.	Yearly	Because ASL is a visual spatial language, students are expected to develop and use appropriate grammatical features and language structures in ASL through social and academic interactions. ASL expressive skills are analyzed in different areas based on a rating scale. *Pragmatic Level*: How does the students incorporate appropriate pace, facial expression, body movement, sign space, sign movement, fingerspelling in ASL? Does a student use appropriate pragmatics with people? Can the

			student initiate and use turn-taking during conversation? *Syntactic Level*: How does the student organize information in visual space? How does the student present people or animals through role shift, eye gaze, negation, classifiers and/or pronominalization? What kind of structure does the student incorporate for sentences and/or questions (SVO in ASL)? *Retelling Rubric*: Analysis focus on story connection, sequencing, characters, problem/ solution and use of language in ASL. *ASL Rubric*: Analysis focuses on non-manual markers, classifier use, ASL grammar, and role shifting.
Visual Communication and Sign Language	Preschool/Pre-K	Yearly	The VCSL documents the developmental milestones of children from birth to age 5 who are visual learners and are acquiring sign language regardless of level of hearing. It is presented in a user-friendly format that is accessible to parents and teachers, as well as specialists and experts. It monitors the child's developmental progress. If the child has developmental delays as indicated by the VCSL, the gaps in learning that are identified can be used to help plan intervention programs. Learning goals can be set and appropriate teaching and learning materials can be developed.

Due to the nature of our student composition, written curriculum and instruction policies and procedures developed by GA DOE are not utilized, as previously discussed in Standard 8. The information can be useful, but teachers must modify to such a great extent, the purpose of the guides can be lost. Indicator 9.3 was identified as a weakness by the staff. More direction and training need to be held to assist teachers with understanding what curriculum includes, how to "access" curriculum for students with significant delays, and how to use the data from assessments to guide instruction. Strengths in this standard include 9.11 and 9.12- The student services and transition team maintain records. Information for the transcripts is pulled from our Student Information System, Infinite Campus. Before a transcript is released, verification is confirmed by comparing the student's Individual Graduation Plan and report cards. If changes are needed due to an incorrectly coded class for example, only one person can make the change. This ensures the transcript is correct and can be released. All students receive a copy of their transcript upon graduation during their last Summary of Performance meeting. If a student requests additional copies, there is a protocol we follow to ensure they receive it within 10 office days.

When an outside school system needs support to evaluate a student who is deaf or hard of hearing, they can contact AASD. Staff can go to the school system and offer technical support, or the student and family can come to AASD to have an evaluation conducted. When a referral is made to AASD by a school system, the Special Education/LSS supervisor and an additional person, either the classroom teacher or

Department Head, will accompany the supervisor for the observation. Before the observation, the current evaluation report and IEP are reviewed by the necessary parties. Observation is then conducted, and options are discussed during the IEP meeting. There have been instances where placement was decided as AASD and we were not involved in the meeting. This is becoming the rarity however due to our strong rapport and collaborations with the local school representatives.

AASD students are evaluated every three years per the regulations. The information is shared during the students' IEP meeting. Parents do not always understand the results and the impact on child development, both academically and socially. The same can be said for non-AASD students. AASD is the premier location for students to get evaluated and school systems rely heavily on our services that include audiology, language, and cognition. Georgia is not a parent choice state though and for IEP meetings when a parent wants to use the evaluation report for placement recommendations, AASD must stay as neutral as possible.

Goals for the upcoming years include teachers utilizing the resources offered in Statewide Longitudinal Data System (SLDS). Also, teachers being able to accurately, and with comfort, explain the assessment results. Having difficult conversations is something that is not taught in teacher college programs and most people are not equipped for this when starting their teaching careers. When dealing with families and students, there is a balance that must be maintained for a positive approach to the students' learning profile and information presented realistically. That is where we struggle.

	Indicators	**Rating**
9.1	The leadership and staff commit to, participate in, and share in accountability for student learning.	3.8
9.2	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.	3.5
9.3	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.	2.8
9.4	Curriculum development is dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.	3.5
9.5	Assessment results are analyzed with appropriate frequency and rigor for: * individual students as they move through the school * cohorts of students as they move through the school * comparable (local, state, and national) groups outside of the school	3.5
9.6	Assessment results are used to make decisions regarding allocation of resources.	3.2
9.7	The assessment of student learning and performance enables students to monitor their own learning process and teachers to adapt their instruction to students' specific learning needs.	3.9
9.8	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.	3.5
9.9	Assessments take into account recent, reliable research findings on child development and growth.	3.9
9.10	Assessments reflect understanding of the unique needs and backgrounds of each students.	2.9

9.11	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.	4.5
9.12	Assessment results are the basis for making recommendations for families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.	4.5
9.13	members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.	4
9.14	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).	3.7
9.15	Families are viewed as an important source of information and insights about students.	3.4
9.16	Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.	3.4
9.17	Students learn and perform at levels expected, or progress is being made to raise results accordingly.	3.1
	Overall Rating	**3.8**

STANDARD 10: Student Services — Overall Rating 4.2

The Standard: *The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age-and developmentally appropriate to optimize transition opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.*

Highest Scoring Indicator(s)

Indicator		Rating
10.2	Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.	4.7
10.19	The school implements written policies and procedures to identify and address the needs of students in special education.	4.8

Lowest Scoring Indicator(s)

Indicator		Rating
10.8	Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.	3.1
10.9	The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.	3.3

Student Services

Atlanta Area School for the Deaf (AASD) comprehensive student services for our students and their families. These services support the students' social, emotional, academic, and career planning needs. The extensive processes and shared responsibility of our staff to support student needs was clearly a strength. Orientation for new students, their families, and staff, along with follow up of alumni would be considered our next focus for improvement of student services.

Admission

Students get placed at AASD as determined by the student's IEP Team after careful examination of their present performance levels, goals, progress on those goals, and a review of the options so as to determine where the new goals will best be able to be achieved. Eligibility must be met in accordance with State Board Rule 160- 4-7-.02 for deaf/hard of hearing students. "The student's hearing loss must be such that it inhibits the child's ability to process information auditorily and therefore requires the use of visual communication methods and specialized instructional techniques. The child's hearing impairment must have the potential to adversely affect the applicant's academic performance, social development, language development, communication skills, or intellectual functioning. The student must have the potential for physical and social maturity to adjust to the discipline of formal instruction. While the student might have other eligibility(ies), the student cannot be determined to be a danger to themselves or others." In practice this translates to some of the county programs' local school systems' representatives automatically thinking AASD is the best option and others requiring students to try in

the county programs and demonstrate a lack of progress or struggles before AASD being considered the most appropriate placement. We have worked very hard to build relationships with LSS representatives and educate them on what a bilingual setting looks like and how important the critical period for language is so as not to waste precious time. This has helped grow numbers in elementary in the last few years, but this continues to be a challenge we face.

Psychological and Educational Testing

We utilize a team approach to testing students. These teams are some combination of a school psychologist along with some or all of the following: educational diagnostician, speech language pathologist, ASL specialist, classroom teacher.

When a student's Eligibility Redetermination is due (typically every three years), we normally review at least three different areas depending on the student's needs (e.g., Achievement, Psychological Evaluation previously completed, Vision/Hearing Screening/Data, etc.). The School Psychologist and Educational Diagnostician review the students' files, and a psycho- educational evaluation is provided if there are none found in their educational files. Some students will require a new or updated psycho-educational evaluation in order to determine 175 whether to change, add, discontinue, or continue with their Eligibilities (e.g., Intellectual Disability, Emotional & Behavior Disorder, Significant Developmental Disorder, etc.) per GA DOE regulations of Eligibility Determination and Categories of Eligibilities. Students can be referred for a psycho-educational evaluation due to significant concerns with his/her educational progress by teacher, school personnel, or parents. The School Psychologist or Educational Diagnostician will consult with the person who made the referral, and then determines whether a psycho-educational evaluation is warranted. Psycho-educational evaluations are also offered to graduating seniors to address post-secondary needs (e.g., additional accommodations not normally provided such as interpreting services, notetakers) and meet the requirements for Vocational Rehabilitation services. We also provide a comprehensive psycho-educational evaluation on students who have been referred by their local school system who may not have the appropriate personnel who is knowledgeable in working with or testing D/HH students. Those students do not attend AASD, but they often receive D/HH related services. We have added testing for toddlers to the array of services provided. We provide comprehensive testing to assist families with preparation for their transition meetings from Part B to Part C. These are not only children who are enrolled in our toddler program, but sometimes children who have been receiving assorted therapies to this point, but not yet been in a pre-school setting and their families are seeking opinions from experts with children who are deaf/hh. At the conclusion of the assessment, the team meets with the family briefly to provide some initial impressions. Two to three weeks later the team completes their written comprehensive report that is shared during the student's IEP meeting. If appropriate, additional accommodations or modifications are recommended during the IEP meeting based on the evaluation results. The School Psychologist and/or Educational Diagnostician also consults with the students (depending on the age and appropriateness) to determine if additional accommodations/modifications are necessary in order to address their educational needs. The School Psychologist and Educational Diagnostician are also available to consult with teachers and school personnel for variety of reasons (e.g., providing strategies/ideas/support/information) addressing different areas such as academics, behavior, communication/language, processing information, maintaining attention/concentration, etc. Consultations with other school personnel who may be involved with the evaluation process sometimes occurs as well for additional information and/or recommendations.

Audiological Services

We provide diagnostic/habilitative services for children birth to 21 years. Testing includes tympanometry, Otoacoustic Emissions, Speech recognition and Speech discrimination testing, pure-tone and bone thresholds, and Visual Reinforcement Audiology. AASD students are tested on a yearly basis. Our Audiologist also perform testing on outpatients and make appropriate referrals when necessary. The Audiologists prescribe and dispense hearing aids and FM systems as well as lend support to the classroom teachers. Daily, The Audiologists make grand rounds in the school to evaluate any audiological issues such as hearing aid and/or cochlear 176 implant problems and/or any other ear health needs. We provide a written report of all testing to the parents, local school systems, and any other professional with a signed consent.

Speech and Language Services

At the Atlanta Area School for the Deaf, students from the ages of three to twenty-one receive speech-language services based on their communication needs, skills, and abilities. There are four speech-language pathologists to provide differentiated services according to goals on each student's Individualized Education Plans (IEPs). Therapy supports students communicating in spoken English, American Sign Language, and written English, as well as those using a communication device to express themselves. Each Speech-Language Pathologist sees students for one-on-one sessions or small group sessions within the therapy room. In recent years we have moved to providing push-in services to support our bilingual programming as we do not want to overlook the incorporation of spoken English in the classroom as appropriate. Students have a variety of IEP goals within the realm of speech –language services. These include goals relating to: articulation, pronunciation, language (signed/written/spoken), audition, speechreading, phonemic awareness, phonics, functional communication, use of technology regarding communication, and pragmatics. Each student is provided progress reports regularly as well as an Individual Evaluation Plan yearly. SLPs work together with teachers and audiologists to check hearing aids and cochlear implants, replace batteries, and teach students to become independent, responsible users of their amplification equipment. SLPs maintain certification through the American Speech Language and Hearing Association by attending various conferences or courses to obtain continuing educational credits. The Speech-Language department supports students in a variety of ways with the hope that the students will grow to have knowledge and use of both ASL and English assisting them in succeeding in the real world.

ASL Instruction and Support

The ASL Specialist provides support services to assigned students during one to one or small group sessions particularly when students first enroll with limited ASL skills. ASL instruction was previously taught as a subject area however last year we moved to providing it as a push-in as well. It was decided that by providing it as a push in we can better build capacity of all teachers to support the development of ASL, just as all teachers support the development of written English. With the release of the new ASL Standards, we have also begun an ASL Lab this year. The lab provides opportunities for students to experience each of the five ASL strands in center format under the guidance of an ASL teacher. All students and staff are invited to sign up for time in the lab.

Formal American Sign Language (ASL) assessments are given to students to analyze their receptive and expressive skills in ASL. Receptive and Expressive ASL skills assessments are given annually for baseline purposes and document progress in different areas in ASL. With receptive ASL skills assessments, students, ages 3 to 13 years, demonstrate their ability to comprehend of ASL grammatical features in negation, noun-verb, spatial verbs (action/location), size/shape classifiers, handling classifiers, number distribution, role shift and conditionals. A standard score is obtained from individual students'

performance in comparison to the norm for his or her age with other deaf or hard of hearing children. Expressive ASL skills are analyzed through formal assessment and interactions with students in the classrooms. During formal assessment, students view a short video clip and are asked to narrate the story on camera. Each narrative is analyzed using assessments and rubrics. Different assessments and rubrics acquire information about each student's ability to incorporate appropriate pragmatics, syntax, semantics, and sign mechanics in ASL. Ratings range from poor to mature fluency in ASL at the surface and depth level. Receptive and expressive ASL Skills assessment results assist educational staff in determining the next step to support individual students. Appropriate IEP goals are developed to address the need for direct instruction in specific language areas in ASL. Our ASL specialist is available to assist teachers when needed to help ensure that goals are appropriately written regarding ASL and to ensure that students are provided activities that will enable them to progress on their goals.

Mental Health Services

Every student at Atlanta Area School for the Deaf (AASD) is encouraged to seek support if they need assistance with their social and emotional needs and we work hard to recognize cultural differences in this process as well. The mental health staff are a part of the PBIS Team and they meet regularly to look at Data, Tier 1, Tier 2, and Tier 3/Mental Health supports to discuss school wide-program and student support within the tier framework. Our Mental Health services provide support at all three tier levels. We utilize our School Psychologist, specializing in prevention and intervention or our social worker for provision of mental health services and determine which of the two based on the root cause of the student's issue. If the issue is home based, our Social Worker provides the service, if it is school based, the School Psychologist. Services include direct one-on-one sessions, sandplay or art therapy sessions, group sessions (outside of class or in the classroom), classroom support for the teacher, home visits, and departmental and school-wide prevention and intervention programs. Both of these positions work alongside the school nurse and AASD behavioral staff, and they serve as liaisons with mental health professionals outside of AASD. Appropriate social skills lessons are provided to help students learn new concepts and apply them in various classroom and social situations. AASD uses a variety of research-based programs to pull from when creating our groups and programs. These include: Second Step (Preschool through 8th grade) Providing Alternative Thinking Strategies (PATHS) (Preschool to 6th grade) Skill Streaming (Preschool through Adolescents) Habitudes (High School and Transition) Circles Curriculum No-Go-Tell Safety Curriculum. This year the high school created a Social Emotional Learning (SEL) class for all HS students. This year long program ensures that students are getting the SEL support that we know from data and trends, at AASD and nationally, that are so critical. AASD provides what we call booster sessions to students at all ages. Topics include: health, dating, personal safety, internet safety, respecting personal boundaries, and maintaining healthy relationships/friendships. We create topics of relevance depending on student trends and data findings. Ongoing presentations provide staff information on topics of relevance determined by student trends. Examples of topics include: working with students on the autism spectrum, supporting students with ADHD, understanding students with emotional disturbance, and various behavior topics related to classroom management.

Our Behavior Support Team works closely together to coordinate services for students. Students have access to the Student Responsibility Center (SRC). The SRC is designed to provide identified students with additional support. The goal is to help students' better access educational programming and/or to be more successful in the classroom setting. The foundation of SRC is the strong relationship between staff and students. It is in the context of the coaching and mentoring that staff come to understand student behavior and work with students to improve behavior and reach behavioral goals. The behavior program is a data-driven program, and it is critical that behavior data is documented, reviewed, and monitored. Behavior staff assist with conflict resolution, help students regain self control, facilitate

communication, teach replacement behaviors, and provide staff with feedback about strategies to interact with students compassionately and effectively. This year we expanded the team. We now have a Classroom Behavior Specialist who writes BIPS, collects data, and provides support to the classroom teachers, a Crisis Behavior Specialist who responds to calls from teachers when students are in crisis, and a Behavior Paraprofessional who mentors and supports students who are in the SRC for consequences or those who need a little support during their day.

The Diversity Committee began its work a few years ago recognizing the need to provide staff training to help unpack their own biases to better be able to support students and families. A variety of different consultants have worked with AASD and conversations continue. We are very cognizant of the disparity between the demographics of staff and students. Particularly related to behavior issues, we continue these conversations. We have also worked to engage the Atlanta Deaf Black Advocates to increase opportunities for role models and have provided a variety of diverse panel discussions. The committee and media specialist also work to share diverse materials and raise awareness to have these cultural differences be in the front of everyone's thinking and planning.

Olweus Bullying Prevention Program and Class Meetings

AASD adopted the Olweus Bullying Prevention Program (OBPP) in 2009. This program is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. OBPP is the most researched and best-known bullying prevention program available today. OBPP is a school-wide program that has been proven to prevent or reduce bullying throughout a school setting for all students regardless of their age level. All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions. As a part of PBIS, OBPP makes a positive impact school wide. Results from Olweus Bullying Prevention Program Part of the OBPP includes annual surveys. AASD created accessible versions of the survey with prior permission of the publisher for internal use only. This accessible format includes American Sign Language with visual cues and role playing. The survey and DVDs are given to students every spring. Results from the survey have indicated continuous positive outcomes. As with all adopted programs, it is important to re-train, refresh, and initiate new staff into the program. We are at the point now of needing to do another large training and are looking at how to incorporate this into our professional development in the next couple of year.

Suicide Prevention Screening and Evaluation

AASD developed and implemented suicide prevention procedures immediately after the implementation of Olweus Bullying Prevention Program in 2010. In the last two years we have seen an increase in self injurious behavior in students and have re-vamped the screen process and provided some training to students on healthier coping strategies and educated staff on the difference between unhealthy coping like cutting versus the desire for suicide. We have expanded our screening team, created a more robust documentation system, and we have expanded the procedure to include the calling of the emergency crisis team and protocols for when students need to go to the hospital. We provide annual mandatory training, as well as training for all new staff, in the area of suicide prevention.

Social Work Services

In addition to the work the social worker does relative to mental health supports, the social worker assists students and their families with community resources for supports related to topics such as attendance, substance abuse, teen pregnancy, domestic violence, and in recent times assorted issues

related to immigration status of families. Services may also include assisting teachers and administrators in dealing with behavioral or attitude issues by communicating with students and their families to find the causes of their distress. When appropriate or necessary, the social worker may provide information regarding outside support services or agencies to help students/families deal with economic, emotional or physical challenges. We have expanded our partnerships and utilize GREAT Day, AVITA, and DBDHH to help families find assorted accessible counseling services. We have created partnerships with a variety of programs that support poverty, homelessness, medical needs, and communication access.

Communicating with parents, teachers and administrators is essential to provide a full view of the issues facing an individual student. Such communication may happen via meetings with staff or home visits with families. With the challenges we have with our geographically dispersed population, sometimes visiting the home is the best option. It is common for the social worker to take a teacher or psychologist along and together they address whatever pressing issue initiated the visit but also address ASL, get paperwork signed, and create that family-school connection. The social worker has also been working to create partnerships with the community at-large in hopes to provide benefits toward financial and social support for the school, students and families.

Transition Services

Our Transition Coordinator and Department Head assist in the checking of course credits required to graduate. They play an important role in helping students to develop course schedules and postsecondary plans of study by following the GA graduation requirements and the Individual Graduation Plan. Frequently, they will sit with each student individually and discuss what the student's goals are and what needs to be done in order to graduate or achieve their personal goals. They give support to students frequently with encouraging comments and feedback on their progress toward their goals. Transition staff are also active members of the IEPs, preparing transition plans and reviewing them with families and students during IEP meetings. Students create their own PowerPoint presentations to present at the IEP meetings. The PowerPoint presentations contain personal information, the strengths, weaknesses, and goals the students have. The Transition team works with the students to make sure they understand the IEP process and what to expect during their meeting. Also during the meeting, the Transition Coordinator supports students by asking them questions and soliciting more information, helping them understand the importance of self-advocating.

AASD has developed a strong partnership with GVRA (Georgia Vocational Rehabilitation Agency). As part of the collaborative agreement with GVRA, GVRA provides an in-house VR counselor who is available to meet with students regarding employment and independent living skills. Special activities provided by GVRA to help support students' transition education. The counselor attends IEP meetings and assists students in finding employment in their home areas either at nights, weekends, or over the summer. GVRA aides students in attending summer camps too.

We have been doing a Transition Fair for several years now to engage multiple speakers to share their experiences, job skills/requirements and college requirements so students could see different people throughout the day. Gallaudet University and NTID admission offices send representatives to recruit students every year. In addition to hosting transition activities on campus, students are given the opportunities to investigate post-secondary resources by attending a minimum of two different transition fairs and/or training programs such as Cave Spring Center (CSC), Roosevelt Warm Spring (RSW), Georgia Piedmont Technical College (GPTC), Goodwill Industries, Skills USA Career Fair, etc. A partnership with GVRA and High School High Tech has allowed students to visit more business and

industries. Last school year, students in the AVTF pathway went to Floyd County Studios to see how a production company works with filming and animation. This year a trip to the KIA has been in the works.

The Transition Team also holds several week evening and/or Saturday meetings for students and their parents to learn more about services outside of school that are available to them such as Gallaudet University, NTID, GVRA, Department of Behavioral Health and Developmental Disabilities (DBHDD), Georgia Center for the Deaf and Hard of Hearing (GCDHH), and annual Summer Camp Fair. On February 24, AASD will host a special workshop for families who have children with additional disabilities. The focus is on completing the Medicaid Waiver, services offered by DBHDD, and GVRA.

Students are encouraged to participate in ACT testing if they are interested to attend either a college or technical college. AASD has an agreement with ACT to host ACT testing on campus once a year. Our students are receiving special accommodations to participate in three days (morning only) testing. If a student wish to apply to retake the ACT before the end of the school year, the transition staff will assist in making a request for ASL interpreting services and extended testing time.

The school does offer an orientation program for 8th graders and new students and their families. New students and their parents/guardians usually attend Registration Day and they are encouraged to participate in High School 101 for information about high school policy and rules. Students who are being referred to AASD are also given a tour and can sit in on classes. The Transition Coordinator facilitates this bonus.

While the transition team does collect data on graduates and other former students, we do not yet have a process in place for sharing that data with staff and using that data to drive instructional change. Engaging and tracking alumni has been a long-standing challenge we have faced. Last year we hosted the first Alumni breakfast prior to our Fall Festival with over 120 participants. We have a list of alumni now that we are working to engage. There is an alumni group that our superintendent is developing a relationship with in hopes to help build capacity in their leader. The older alumni tend to be more active than younger alumni. We can use social networking and asking current students what they are up to, but the information is not always reliable. Many students who graduated before we had a strong CTAE program or strong VR counselor did not get consistent services. The trend has changed however and the data we do have indicates the students in the past several years are engaged. It is our goal to provide a few alumni events annually, survey the group, and gather data so we can more successfully track where they go, modify our programs to ensure the most successful outcomes, and engage them as a vibrant part of our AASD community.

Food Nutrition Services

The Nutrition Services department works to provide nutritious and delicious meals. We provide breakfast and lunch meals to students every day. The recent reorganization of supervision has a new manager over AASD's Nutrition Services in addition to the State Schools Food Nutrition Director and Culinary Coordinator. Our cafeteria gets regular audits and inspections and has received outstanding ratings from the health department for meeting health requirements. The Nutrition Department staff attend training and attendance is monitored. Student and staff dining areas are functional and clean.

Transportation Services

Our students are transported to and from school by their local school systems (LSS). We maintain a positive relationship with all bus drivers and we offer sign language classes to bus drivers so that way

they can communicate with our students on their buses. We provide an orientation for all bus drivers at the beginning of every school year to review bus expectations and school expectations. Following the orientation, they obtain our school's code of conduct and we clearly distinguish our roles and responsibilities regarding student conduct on buses. In addition, we have two school buses on site for field trips and work placements for our students.

Indicators		Rating Score
Student Support Services		
10.1	Student support services address academic skills development, social skills development, personal growth, and career planning.	4.3
10.2	Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.	4.7
10.3	The school is sensitive to the critical importance of non-academic and cultural needs of students. A process is in place to address students' cultural, emotional and social needs.	3.5
10.4	Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.	3.8
10.5	Career awareness activities are provided as appropriate.	3.8
10.6	Student support services extend into and incorporate community services as needed.	3.6
10.7	Student data are current, comprehensive, and readily available for use by the staff.	4.3
10.8	Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.	3.1
10.9	The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.	3.3
10.10	Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.	4.0
	Transportation Services	
10.11	Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school.	4.5
10.12	Appropriate training is provided to transportation providers.	4.2
10.13	Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities.	4.6
	Food Services	
10.14	Student dining areas are functional and hygienic.	4.1
10.15	Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.	3.7
10.16	Appropriate training is provided to food services providers.	4.2

10.17	Food services personnel meet the health requirements of all appropriate authorities.	4.5
10.18	Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.	4.6
	Services for Students in Special Education	
10.19	The school implements written policies and procedures to identify and address the needs of students in special education.	4.8
10.20	The school provides or refers families to appropriate related services and/or accommodations to meet student needs.	4.7
10.21	As applicable, the school is in compliance with all local, state, and federal requirements related to students in special education.	4.6
	Admissions and Placement	
10.22	The school implements written admissions policies and procedures.	4.5
10.23	The school implements written policies and procedures for placement of students in appropriate programs and levels.	4.5
10.24	Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.	4.1
10.25	The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.	4.2
10.26	All statements and representations relating to the school's educational programs, services, and resources are clear, accurate, and current.	4.3
	Overall Rating	**4.17**

STANDARD 11: Student Life and Student Activities and Residential Living

OVERALL RATING 3.4

The Standard: *The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. A balance of academic, social, athletic, co-or extra-curricular service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.*

Highest Scoring Indicator(s)

Indicator		Rating
11.4	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	4

Lowest Scoring Indicator(s)

Indicator		Rating
11.6	To better understand the cultural and diverse backgrounds of children, families, staff and the community, the school holds community cultural events, activities, or other events and performances that include staff, families and children.	2

Even though AASD is primarily a day program, we offer a broad scope of interest-based activities both during and after school. Our after-school programming includes athletics, tutoring, cooking, driver's education, and special events. In order to expand our afterschool programming, we hired a full-time Athletic/Recreation Director and it has yielded positive results so far because the director has been able to focus on recruiting staff and volunteers to help out with after-school supervision and duties. Our Athletic Programs include Boy's and Girl's Basketball, Soccer, Volleyball and Track/Field for middle school and high school students. We had baseball and wrestling teams for a brief time but it has been discontinued due to lack of interest and student demand. AASD is a member of a small conference called Atlanta Private Athletic Conference (APAC) which is comprised of several private schools that meet the needs of unique populations. We have a healthy competition with several deaf schools and programs including Alabama and Georgia School for the Deaf as well. We arrange games with these schools that create excellent opportunities for our students to meet other Deaf students and experience Deaf culture. Earlier this year, our basketball teams were invited to play in several weekend competitions against other deaf schools.

Since we do not have residential dorms, it presents a challenge for some of our students to be able to stay after school. The families are required to pick up their child after school. Some of our students live more than an hour away from school. There was one parent who diligently self-advocated with the school county where she lives at, and as a result, she was able to get IEP documented provision of transportation for extracurricular activities for her child. This parent then advised a couple other parents to do the same. As such, there are a few counties now who provide limited transportation for students to participate in after-school programming. This continues to be something that we are unable to tackle directly as we are required to work collaboratively with our local school system partners, many

of whom, are not open. At this point, parents have the greatest influence to make this happen and we continue to work to empower families to self-advocate.

To compensate for this limitation, the high school modified its schedule to offer Club Time during the school day once a week. This allows all high school students to experience extracurricular activities and build their social emotional and leadership skills especially for those who cannot stay after school. Clubs/organizations include Jr. National Association of the Deaf (Jr. NAD), Career Technical Student Organization (CTSO), Yearbook, Heritage Culture, Board Games, Tumbling/Spirit Squad, Gay-Straight Alliance (GSA), and Running. Every year, we try to generate interest from students to set up new clubs/organizations depending on student interest and demand. For Middle School, we have a Student Body Government who meets on a regular basis. One of the ongoing challenges we have is the limited number of high school students. There are some clubs/organizations that are strongly active and there are some clubs that currently do not have students. We are working on trying to maintain balance and allow students to be able to experience a variety of clubs/organizations.

Every year, we work on hosting a variety of community events that would draw families and community members outside of the school. It can be a challenge based on our limited manpower and resources as well as identifying events that would attract high number of attendees. We usually host an ASL performance yearly and we usually get good turnouts. We strive to involve local and national Deaf/Hard of Hearing presenters and performers as a good way to maximize exposure to Deaf/Hard of Hearing role models for our students. List of performers/presenters include but are not limited to:

- Warren “WaWa” Snipes, black deaf performer
- Deaf Magician Morgan, deaf performer
- Ernest Covington III, West Virginia Commission for the Deaf/HH director
- Storm Smith, graduation speaker
- NTID Sunshine 2.0
- David Call, DE’VIA artist
- Nancy Rourke, DE’VIA artist
- Stacy Abrams, community activist
- Kurt Ramborger, Deaf Chef
- Lindsay Darnall, Jr. Deaf Historian
- Nancy Kelly Jones

Indicators		Rating Score
11.1	Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, respect for all differences, cooperation, and self-direction through athletics and student life activities.	3.5
11.2	Students, staff, families, and the community are encouraged to offer input about and participate in student activities.	3.6
11.3	Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school’s leadership, suitably qualified, and provide appropriate supervision to students.	3.4

11.4	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	4.2
11.5	Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.	3.7
11.6	To better understand the cultural and diverse backgrounds of children, families, staff and the community, the school holds community cultural events, activities, or other events and performances that include staff, families and children.	1.8
	Overall Rating	**3.4**

STANDARD 12: Learning Resources and Information Technology Overall Rating 4

The Standard: *Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.*

Highest Scoring Indicator(s)

Indicator		Rating
12.2	Learning Resource Center (library) staff is sufficient and appropriately qualified to provide effective services to students and staff.	5
12.4	Learning resources are appropriately supported annually with funding from the school's budget.	4.8
12.5	Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.	4.8

Lowest Scoring Indicator(s)

Indicator		Rating
12.7	The technology resources staff (IT) is sufficient and appropriately qualified to provide effective services to students and staff.	3
12.9	Adequate skills training on the use of technology resources and equipment is provided to the staff and students.	3.2

Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained. AASD offers a wide range of exceptional learning resources that are available in the media center for teachers, staff, parents, and students. Resources include but are not limited to online subscriptions, print materials, parent resources, bilingual resources (Spanish/ASL and English/ASL), and one of the largest collections of signed accessible materials for our deaf and hard of hearing population.

The librarian continually evaluates the resources to ensure that materials are up to date, current, and meet the needs of our special population. With the emphasis on diversity in the last few years, the librarian intentionally and strategically purchased a wide array of books to reflect the school's diverse population. The budget is adequate to meet our needs and staffing is sufficient. We have recently purchased some new furnishings that enable more productive and flexible teaching and learning spaces, including two touchscreen computers. The AASD Library strives to be Future Ready through its integration of technology and resources that are appropriate to prepare students for life beyond school. Additionally, we have a very active and dedicated technology committee that offers trainings to staff and students, researches, writes and implements policies and plans for the coming years, attends conferences, and much more. They are often self-taught, learning new things on their own and then sharing this new-found expertise with each other and the school in general. Each

classroom contains an interactive white board, document camera, and a combination of laptop computers and/or iPads. Both teacher and student laptops are replaced on a 3-5-year schedule. Teachers and staff have access to and actively use outstanding online learning subscription services, such as BrainPop and Learning A-Z. The state schools recently purchased a learning management system (LMS), Canvas, that will be rolled out over the next year. The wireless infrastructure has been upgraded since our last accreditation, which in turn has improved Wi-Fi access significantly throughout the school. Bandwidth is adequate to meet the needs of both staff and students currently. AASD will continue to stay up to date with current technologies and the implementation of best practices through the strategic review of our needs and constant evaluation of new technology. Our largest challenge is finding time for teachers and staff to learn and build confidence with new technologies and software, and we will continue to be innovative with how we provide professional learning to enable continued growth for both new and veteran staff.

Indicators		Rating Score
12.1	Learning resources are made available and peridically reviewed for relevance and currency.	4.7
12.2	Learning Resource Center (library) staff is sufficient and appropriately qualified to provide effective services to students and staff.	5
12.3	Adequate orientation about the use of learning resources services and equipment is provided to the staff and students.	4.4
12.4	Learning resources are appropriately supported annually with funding from the school's budget.	4.8
12.5	Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.	4.8
12.6	Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided..	4.2
12.7	The technology resources staff (IT) is sufficient and appropriately qualified to provide effective services to students and staff.	3
12.8	Technology resources are appropriately maintained and supported annually with funding from the school's budget.	3.8
12.9	Adequate skills training on the use of technology resources and equipment is provided to the staff and students.	3.2
12.10	The school implements written policies and procedures for acceptable use of technology	4.6
12.11	Long-range planning activities are in place to ensure that the school keeps pace with technological changes.	4.2
	Overall Rating	**4.2**

Stakeholder Survey Results Analysis

Summary of Responses

Parent, instructional staff and student AdvancED surveys were administered in the beginning of Fall 2018. After the surveys were administered and the survey window was closed, the School Leadership Team met to analyze the survey results and identified areas of strengths and challenges.

Administration Process

A majority of our students have significant language delays and additional disabilities so the student surveys were given to most students in grades 3-12, who have enough language to understand the questions. Any other students who did not participate in the survey were either absent on the days it was administered or were working out in the community as part of our Work Based Learning program. Most of the upper elementary surveys were administered to students in grades 3-5 by an elementary teacher who read the test questions to them. The process was intended to ensure that the students understood the test questions in order for them to be able to answer the questions independently. This was allowable as per their testing accommodation listed on their IEP. 11 out of 3rd-5th grade students took the surveys which accounted for 55% participation rate.

For middle school and high school, the surveys were administered by various classroom teachers in small groups and the teachers were permitted to sign aloud the questions upon request which is a testing accommodation listed on their IEP. The students were still expected to choose their answers independently. 15 out of 36 middle school students took the surveys for a total of 42% participation while 60 out of 92 high school students took the surveys for a total of 65% participation. If you combine middle school and high school students altogether, the rate of participation would be 59%.

Collecting parent surveys proved to be a challenge. Unfortunately, we have a history of very low return rate of parent/guardian participation. We gave parents the option to fill out the survey either on paper or electronically. For those who opted to fill out the paper version, our parent engagement specialist entered their responses online along with other electronic responses. Survey links were sent out via email to families and we also featured it in our weekly e-newsletter to families for several months. Individual calls were made to families and we also worked with families who came to school to attend their child's IEP meetings. After the IEP meeting, the parent engagement specialist brought either a laptop or a paper copy of the survey and had the parent complete the survey. The school administrators and the parent engagement specialist brought laptops to community events and managed to get more responses. We ended up with 56 responses out of 172 families for a 33% participation rate.

All AASD staff were given the opportunity to complete the staff surveys. Out of 123 staff, 87 staff responded with a participation rate of 71%. Staff were given at least two weeks to complete the survey in order to give them sufficient time to be reflective and thoughtful with their responses.

Areas of Strength

Our school's purpose statement is clearly focused on student success. The school offers multiple avenues for teachers to collaborate to support students' learning. Based on open-ended statements from the staff surveys, the school climate reflected a sense of family and togetherness and the staff count on each other for support and resources.

Our school uses multiple assessment measures to determine student learning and school performance. Given our unique student population and learning needs, we recognize that a student's achievement is not dependent on a sole measurement tool but rather a wholistic approach to data to measure actual progress and growth.

Our school has a continuous improvement process based on data, goals, actions and measures for growth. We have a school leadership team that meets on a regular basis to review and monitor the progress of the school improvement plan as well as develop a need assessment to develop new school improvement/ action plans.

Our school provides a variety of information resources to support student learning. In addition, the school provides a variety of resources and support for students and teachers to foster a collaborative and learning environment. This is not limited to academic support but the school also provides social emotional learning opportunities and support. This ensures that the students feel safe and supported that are conducive to a positive learning environment.

Areas of Concern

All teachers in our school provide students with specific and timely feedback about their learning.

Survey scores on the above item reveal a consistent pattern of lack of student ownership in their learning. Students don't feel they have input into their learning nor do they have information about the school's priorities. Student responses also revealed a significant number of students having the conception of getting good grades as a way to please their teachers. Lack of releveance to their learning may attribute to the lack of student ownership. Making learning meaningful, connected to real life experiences, and emphasizing relevance is critical for teachers and staff.

All teachers in our school uses consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

This is an area that requires further exploration and discussion. Teachers hold students to high standards for improvement and growth however as we work to make Georgia Performance Standards accessible, common grading and reporting causes inconsistencies. Teachers struggle with grading students based on how much they have had to modify the standards for students to access the information. Sometimes this is a language issue and other times it may be due to cognitive issues, but with the expectation that all students access the standards, this causes inconsistency. We strive to provide rigor while also making standards accessible.

Our school's leaders ensure all staff members use supervisory feedback to improve student learning and school's leaders hold themselves accountable for student learning.

Teachers are required to submit weekly lesson plans and/or unit plans for review. The supervisors conduct walk-thoughs and classroom observations but it is noted that monitoring and supervisory feedback have not been consistent. This is a part of our ongoing efforts to improve instructional leadership by maximizing professional and leadership capacity of our department heads since the re-organization.

In our school, all school personnel regularly engage families in their children's learning progress. Family engagement continues to be an issue.

The Family Engagement Specialist regularly works to involve families, but families struggle to be involved for a variety of reasons. The rate of involvement in the elementary is higher than other age groups. The elementary teachers utilize an electronic platform to communicate with the families on a regular basis. The level of participation and engagement for middle and high school aged students is lower. The survey results including the school quality factor diagnostics demonstrated consistent low scores in the school's perception of family engagement and involvement.

It is noted that in open-ended comments from the staff surveys, there were recurring statements about the need to improve communication and setting up centralized curriculum for teachers to use in their classrooms. Even though the teachers regularly have access to content standards and instructional resources/materials we have accumulated over the years, it has been a consistent challenge for teachers to maintain a high level of rigor when many of the students' instructional levels and needs are so varied and they have IEP needs to meet. While we recognize that many of our students' learning needs are varied and individualized, having a centralized system where the teachers can access for curriculum/instructional resources would be beneficial. This would ensure the consistency of quality instruction and rigor across the board.

In addition, the open-ended comments revealed that communication and distribution of information in a systematic way was a recurring area of concern. The leadership team noted that staff meetings have been an effective avenue of sharing information and decisions impacting school operations. The school recognizes the need to seek additional strategies to distribute information to staff without overloading them as well as centralizing information and resources where staff can have access to at all times.

*Note- AdvancED surveys can be found in our CEASD evidence/support documents

Standard 1 Self-Evaluation Summary

STANDARD 1: Philosophy/Mission

4.1	Overall Standard Rating

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

This summary report is a compilation of 200 surveys distributed to:

X	Administration	X	Faculty Staff		Students		Board Members
X	Parents	X	Other:	Community members & GaDOE Office Staff		State Schools	

Other Methods used to determine assessment ratings:

Surveys & CEASD Standards committee review

Report Completed By: **John A. Serrano & Stacey Katz-Shapiro** Date: **12/3/2018**

Committee: Andrea Thow, Lauren Bicknell-Gilbert, Krista Coggins, Christy Caldwell, Wendy Wolf, Ricardo Joseph, Shamia Freeland, Karisha Hurbit, Helen Gazda, LaDonna Sutton

List the **significant strengths** in the area of **Mission/Philosophy:**

- The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.
- The school's mission is clear and the creation of it included all stakeholders.
- The ongoing communication of the mission and beliefs is evident, and it is visible throughout the school, school publications, on our website, and on social media.

List the **significant areas of improvement** in the area of **Mission/Philosophy:**

- While the school currently has a mechanism for continuous self-improvement cycle to identify strengths and needs including its ability to carry out the school mission, the school recognizes that there may be lack of communication and shared understanding among the staff about its self-improvement process. As a result, there is a perception that it doesn't have a system in place.

Standard 2 Self-Evaluation Summary

STANDARD 2: Governance and Leadership

4.3	Overall Standard Rating

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

This summary report is a compilation of 229 surveys distributed to:

X	Administration	X	Faculty Staff	X	Students		Board Members
X	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards Committee review

Report Completed By: John A. Serrano & Stacey Katz Shapiro Date: 12/3/2018

Committee: Andrea Thow, Lauren Bicknell-Gilbert, Krista Coggins, Christy Caldwell, Wendy Wolf, Ricardo Joseph, Shamia Freeland, Karisha Hurbit, Helen Gazda, LaDonna Sutton

List the significant strengths in the area of Governance and Leadership:

- The governance (Georgia Department of Education) provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership. The superintendent recognizes and value the maintenance of a positive working relationship with the Georgia Department of Education
- The school superintendent is accountable to the governance and is responsible for ensuring expected levels of student performance.

List the significant areas of improvement in the area of Governance and Leadership:

- The governance and leadership do not appropriately recognize the accomplishments of staff and students in a consistent manner. Even though the school hosts "Celebrate AASD!" school-wide assemblies after each reporting period to recognize student achievement and special events, there is a need for increased consistency in recognizing staff accomplishments and highlighting these accomplishments.

4.2	Overall Standard Rating

STANDARD 3: School Improvement Planning, Outreach and Viability

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth. The school has in place strategies, services, partnerships, marketing plans, etc. to ensure the viability of the school.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards committee review

Report Completed By: John A. Serrano & Stacey Katz-Shapiro Date: 12/3/2018

Committee: Greg Owen, Ben Smith, Helen Malone, Christine Curtis, Patti Lombardi, Kim Thompson, Elyse Ferrell, Sarah Sims, Keri Weiss, Lara Metcalf, Audrey Shields-Clous, Katie DeFeo, Tanya Hall-Smith, Wende Grass, Lori Schmidt

List the significant strengths in the area of School Improvement Planning, Outreach and Viability:

- AASD continues to utilize a collaborative process to develop and implement the school improvement plan using a self-improvement cycle. Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.
- Outreach programming has been a big area of growth since the last accreditation and was reflected as a strength in the school wide self-assessment. There is evidence of collaborative projects with statewide stakeholders.

List the significant areas of improvement in the area of School Improvement Planning, Outreach and Viability:

- Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public. There needs to be a consistent effort to communicate our progress to a variety of stakeholders not limited to staff and families.

- Outreach services are tracked and evaluated. Outreach activities are tracked via an excel spreadsheet. Staff are asked to share any outreach related activities they lead and the outreach supervisor maintains this document. It has not been the most effective system for tracking. Additionally, staff do not always know what is being done related to Outreach. A tracking tool and an improved system for communicating outreach activities is among the priorities for this.

STANDARD 4: Finances

4.3	Overall Standard Rating

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards committee review

Report Completed By: John A. Serrano Date: 12/3/2018

Committee: Inge Palacios, Lawrence Burris, Marrie Tronolone, Tiki Underwood, Greg Owen, Katie Sagstuen, Elyse Ferrell, Helen Malone, Stacey Katz Shapiro, Ben Smith

List the significant strengths in the area of Finances:

- The financial resources at AASD are currently sufficient to support the educational opportunities defined in the school's mission.
- The school makes prudent use of resources available through development activities, grants, foundations and other partnerships. The school recently established a new sponsorship program and it has yielded positive results, resulting in $30,000 worth of sponsorships.

List the significant areas of improvement in the area of Finances:

- Although the budget is reviewed monthly between the State Schools business manager and the superintendent, there needs to be a more in depth analysis and a deeper breakdown of what money is going where. The superintendent also works closely with the State School Federal Grants Coordinator to ensure that the allocated federal funds are accounted for and are documented accordingly. There also needs to be a more systematic way to share the information with stakeholders.
- AASD is still adjusting to the recently revised state purchasing process which has resulted in delays of purchase.
- Communicating with stakeholders to allow them the opportunities to provide input into the school's financial plans is an area of need.

Standard 5 Self-Evaluation Summary

STANDARD 5: Facilities

3.8	Overall Standard Rating

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements**.**

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards committee review

Report Completed By: John A. Serrano Date: 12/3/2018

Committee: Inge Palacios, Lawrence Burris, Marrie Tronolone, Tiki Underwood, Greg Owen, Katie Sagstuen, Elyse Ferrell, Helen Malone, Stacey Katz Shapiro, Ben Smith

List the significant strengths in the area of Facilities:

- The school facilities are safe, clean, well-maintained, and meet all health and safety code requirements and the lighting is adequate and appropriate in student and staff areas.
- The school has been able to obtain funds to make significant renovations over the years to make room for new programs and services.
-

List the significant areas of improvement in the area of Facilities:

- Physical limitations make growing a challenge for us. We have maximized our existing spaces to create additional classrooms and offices wherever possible in the existing structure we have.
- There is sufficient space, when moving through the building, for a good traffic flow. However, the traffic flow outside during peak times particularly school dismissal can be a challenge especially when we have school buses lined up, blocking all of the driving lanes.
- Although regular preventative measures, repairs, and maintenance of facilities are scheduled, the school is still working on maintaining consistent air temperature with the recent HVAC replacement and new digital control system.

Standard 6 Self-Evaluation Summary

STANDARD 6: School Climate and Organization

3.2	Overall Standard Rating

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age-and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards committee review

Report Completed By: Katie Sagstuen & Katie Davis Date: 12/3/2018

Committee: Kayleen Pugh, Reggie Bess, Ashley Hodo, Danielle Valdez, Franchoise Fishel, Kimberly Edgecombe, Jessica Dimmig-Russell, Marie Bicknell-Gilbert, Crystal Daniels, Amanda Warren, Patty Spurdlin, Franchesa Johnson

List the significant strengths in the area of School Climate and Organization:

- The hiring of a new AASD HR Personnel Technician has been positive in that she is on top of thing and assists with making sure all evaluation procedures, hiring procedures, and personnel policies are communicated to everyone in a timely manner.
- One of the ongoing discussions relative to strengths of AASD is that the staff are like a family. No one questions the commitment to students or the desire to work hard and make AASD a great place. There is a definite overall feeling of respect.
- The organizational restructure and the addition of department heads helped to make the departments more cohesive and helped clarify the organization of the school in positive ways.

List the significant areas of improvement in the area of School Climate and Organization:

- While there is a procedure and policy for grievances and complaints that is shared with staff regularly, we have seen that some still are unaware of it and there are others who express concern to follow it.
- While the school has a new teacher induction program in place for new teachers, there is a lack of shared understanding among regular staff about the program. This needs to be communicated better with the school.

- There are still some challenges that stem from being a part of a larger DOE system. As State Schools works to be more consistent between us and our sister programs, Georgia School for the Deaf and the Georgia Academy for the Blind, certain processes and procedures still feel somewhat cumbersome.
- While the new organization structure has created clear roles and responsibilities including the addition of department heads, it has created unintentional consequences such as creating a silo effect and inconsistency in the provision of instructional leadership for all departments.

Standard 7 Self-Evaluation Summary

STANDARD 7: Health and Safety

4.5	Overall Standard Rating

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements and provides an environment that addresses the rights of deaf and hard of hearing students to attend safe schools free from violence and exploitation of all kinds. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly. Indicators:

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results; CEASD Standards committee review & GaDOE Safety Audit report

Report Completed By: Elyse Ferrell Date: 12/3/2018

Committee: Amy Cohen, Amber White, Lawrence Burris, Karla Stovall, Natalie Perles, Carrie Kalberg, Maria Hernandez, Adam Garfinkle, Carolyn Harris, Ashley Thompson, Darlene Thomas, Deidre Wells, LaRhonda Strickland, Candace Jones & James Daly

List the significant strengths in the area of Health and Safety:

- AASD has written procedures for all emergency evacuation and drills which are included in our Emergency Operations Plan (EOP) which is regularly updated by the designated Safety Officer in consultation with the Georgia Department of Education and Dekalb Emergency Management Agency.
- The school has a strong relationship with the local emergency responders including the local police station.
- Safe drinking water is available throughout the day for the staff and students.
- The school has a mechanism in place to conduct background and criminal history checks on employees and volunteers in contact with students.

List the significant areas of improvement in the area of Health and Safety:

- While personal wellness and healthy lifestyle topics are included in the educational program as well as encouraged by staff. It is noted that we are seeking to improve in this area as our student needs are becoming more varied in terms of social emotional and mental health needs.
- Another area of improvement is the need to account for the whereabouts of our high school students when they go to see specific support staff (e.g., transition coordinator, school nurse, counselor, etc.) without having prior appointments. This is a recurring issue particularly during transition time for high school students when classes change, and the next period teachers are not aware of the students being with support staff.

Standard 8 Self-Evaluation Summary

4.4	Overall Standard Rating

STANDARD 8: Educational Program

The Standard: The educational programs consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are adequately financed, are periodically reviewed, and are mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record keeping and good communication. The educational programs of the school provide appropriate Early Intervention (0-3) to critical stakeholders.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results and CEASD Standards committee review

Report Completed By: Helen Malone Date: 12/3/2018

Committee: Terynce Butts, Steven Masocco, Emily Brannon, Angela Slade, Krystal Wilson, Becky Dumet-Miller, Emily Friedburg, Beth Dieschow, Samantha Muniz

List the significant strengths in the area of Educational Program:

-

List the significant areas of improvement in the area of Educational Program:

-

Please list new items not indicated on the original list of standards.

-

Standard 9 Self-Evaluation Summary

STANDARD 9: Assessment and Evidence of Student Learning

3.8	Overall Standard Rating

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards committee review

Report Completed By: Lori Schmidt Date: 12/3/2018

Committee: Lisa Buckner, Keri Weiss, Dara Duggan, Lara Metcalf, Cayce Rogers, Heather Ahern, Monique Barlow, Greg Reese, Maria Ruckel & Ashely Cox

List the significant strengths in the area of Assessment and Evidence of Student Learning:

- Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
- Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or heath conditions.
-

List the significant areas of improvement in the area of Assessment and Evidence of Student Learning:

- The school does not have a cohesive written curriculum and instruction policies and procedures that provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of educational program.

Standard 10 Self-Evaluation Summary

STANDARD 10: Student Services

4.2	Overall Standard Rating

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age-and developmentally appropriate to optimize transition opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD standards committee review

Report Completed By: Marrie Tronolone Date: 12/3/2018

Committee: Amy Cohen, Amber White, Lawrence Burris, Karla Stovall, Natalie Perles, Carrie Kalberg, Maria Hernandez, Adam Garfinkle, Carolyn Harris, Ashley Thompson, Darlene Thomas, Deidre Wells, LaRhonda Strickland, Candace Jones & James Daly

List the significant strengths in the area of Student Services:

- Atlanta Area School for the Deaf (AASD) comprehensive student services for our students and their families. These services support the students' social, emotional, academic, and career planning needs. The extensive processes and shared responsibility of our staff to support student needs was clearly a strength.
- The school recently developed a written procedure regarding the provision of special education services/IDEA requirements. While the school has adhered to IDEA/special education requirements related to students IEP, the lack of written protocol was an area of concern that has been addressed.

List the significant areas of improvement in the area of Student Services:

- Orientation for new students, their families, and staff, along with follow up of alumni would be considered our next focus for improvement of student services.
- Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.
- Over the years, we added middle school and high school orientations for students and families during our annual registration day, there is no orientation for new students who join AASD throughout the school year. The school recognizes the need to have an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.

Standard 11 Self-Evaluation Summary

STANDARD 11: Student Life, Student Activities and Residential Living

4.2	Overall Standard Rating

The Standard: The school provides access to non-discriminatory student activities that are age-and developmentally appropriate to supplement the educational program. A balance of academic, social, athletic, co-or extra-curricular service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students	x	Board Members
x	Parents		Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD Standards committee work

Report Completed By: Katie Davis & Katie Sagstuen Date: 12/3/2018

Committee: Kayleen Pugh, Reggie Bess, Ashley Hodo, Danielle Valdez, Franchoise Fishel, Kimberly Edgecombe, Jessica Dimmig-Russell, Marie Bicknell-Gilbert, Crystal Daniels, Amanda Warren, Patty Spurdlin, Franchesa Johnson

List the significant strengths in the area of Student Life, Student Activities, and Residential Living:

- Since the hire of a full-time Athletic/Recreational Director, the school has been able to expand its afterschool programming and activities for students.
- The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways. The school hosts Celebrate AASD! Student assemblies after each reporting period to recognize students' accomplishment and special events/functions.
- Despite the transportation barrier for students to be able to stay after school, the school has been creative in modifying its school schedule to allow high school students to participate in clubs and organizations during the school day.

List the significant areas of improvement in the area of Student Life, Student Activities, and Residential Living:

- Due to the fact that we do not have residential dorms, it presents a challenge for some of our students to be able to stay after school due to transportation barriers.
- Every year, the school works on hosting a variety of community cultural events that would draw families and community members outside of the school. It can be a challenge based on our limited manpower and resources as well as identifying events that would attract high number of attendees.

STANDARD 12: Learning Resources and Information Technology

4	Overall Standard Rating

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

This summary report is a compilation of 229 surveys distributed to:

x	Administration	x	Faculty Staff	x	Students		Board Members
x	Parents	x	Other:				

Other Methods used to determine assessment ratings:

Survey results & CEASD standards committee review

Report Completed By: Amanda Lee Date: 12/3/2018

Committee: Katrina Davidson, Daniel Caldwell, Michelle Weaver-Fudge, Angie Matthews, Matt Larucka, Glennis Matthews, Mallory Clark, Joyce Fongbemi, Laruen Bruce

List the significant strengths in the area of Learning Resources and Information Technology:

- Learning Resource Center (library) staff is sufficient and appropriately qualified to provide effective services to students and staff. The school has a very active and dedicated technology committee that offers trainings to staff and students, researches, writes and implements policies and plans for the coming years, attends conferences, and much more.
- Learning resources are appropriately supported annually with funding from the school's budget.
- Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity. With the emphasis on diversity in the last few years, the librarian intentionally and strategically purchased a wide array of books to reflect the school's diverse population.

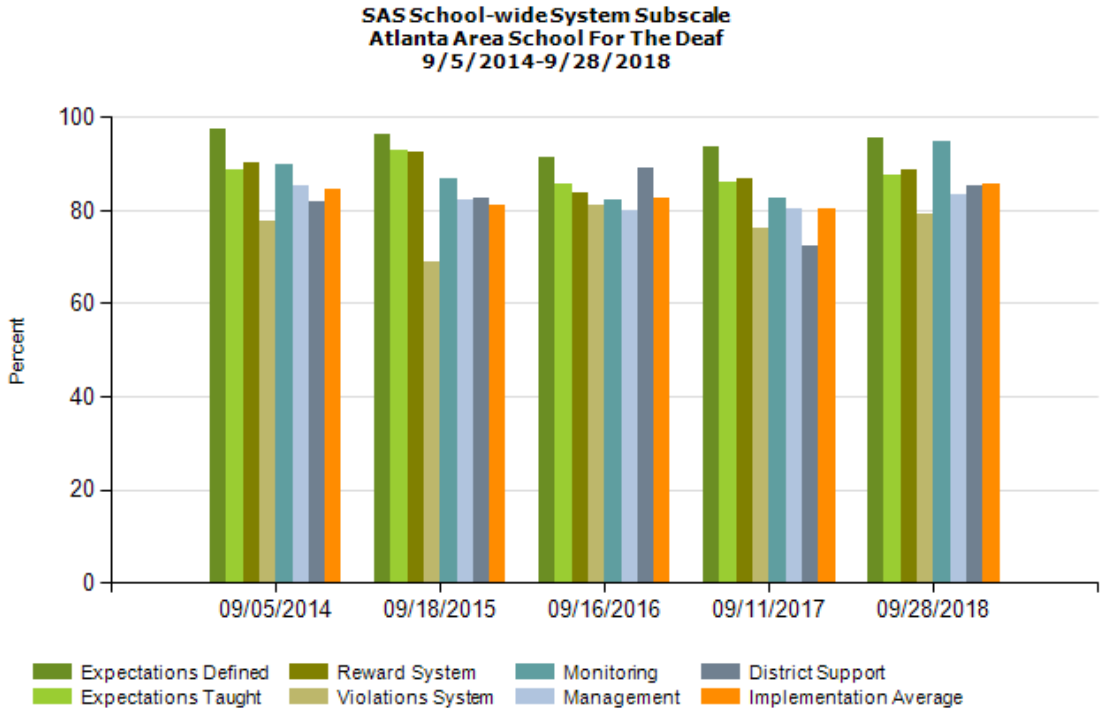
List the significant areas of improvement in the area of Learning Resources and Information Technology:

- The technology resources staff (IT) is sufficient and appropriately qualified to provide effective services to students and staff.
- Our largest challenge is finding time for teachers and staff to learn and build confidence with new technologies and software, and we will continue to be innovative with how we provide professional learning to enable continued growth for both new and veteran staff.

PBIS Self Assessment Survey is done every year. After last year, we decided on doing a PBIS re-boot or PBIS 2.0 and re-did our school wide expectations and made some changes. We sent a team to training in the fall and have been working to fine tune our tiers and will implement a new Tier 2 complete with CICO and Groups for Fall 2019. The teams are working on those plans this year through our weekly meetings. The group, with representation from all departments, looks at data, each tier, and works together to provide supports for individual students and teachers. Data is shared at monthly school wide staff meetings, department meetings, and via our Bathroom data.

SAS School-wide System Subscale

Atlanta Area School For The Deaf	State Schools
NCES ID: 130002203061	NCES ID: 1300022
Clarkston, Georgia	



	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
9/5/2014	98%	89%	90%	78%	90%	85%	82%	84%
9/18/2015	96%	93%	93%	69%	87%	82%	82%	81%
9/16/2016	91%	86%	84%	81%	82%	80%	89%	83%
9/11/2017	93%	86%	87%	76%	83%	80%	72%	80%
9/28/2018	95%	88%	89%	79%	95%	83%	85%	86%

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School Improvement

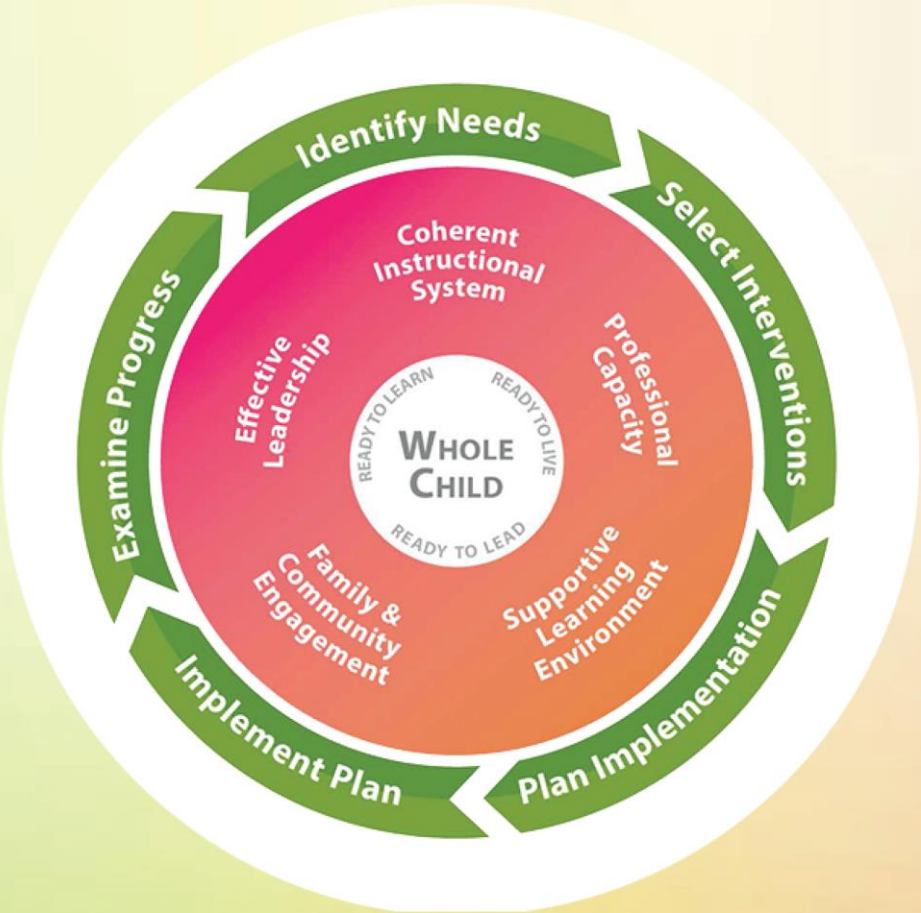
The description of the school's ongoing school improvement process are discussed throughout the self-study report. The following pages include this year's Comprehensive Need Assessment (CNA) and School Improvement Plan (SIP). Also included are some existing action plans for a variety of committees and work groups that are addressing self-identified and survey-identified areas of need.

Please note that the comprehensive need assessment and the school improvement plan are based on data from the previous school year. All of the identified areas of need as a result of the self-study process this year will be incorporated in our new school improvement plan for 2019-2020 school year.

- 2018-2019 Comprehensive Need Assessment
- 2018-2019 School Improvement Plan
- 2019-2022 AASD Priorities
- 2018-2019 PBIS Assessment Flow Chart
- 2018-2019 PBIS Action Plan

Georgia Department of Education

Comprehensive Needs Assessment
2018 - 2019 School Report



State Schools
Atlanta Area School for the Deaf

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	School-Level Superintendent	John A. Serrano
Team Member # 2	Librarian/Media Specialist	Amanda Lee
Team Member # 3	CTAE/Transition Department Head	Helen Malone
Team Member # 4	High School Department Head	Greg Owen
Team Member # 5	Middle School Department Head	Elyse Ferrell
Team Member # 6	Elementary Department Head	Benjamin Smith
Team Member # 7	Family Engagement Specialist	Patricia Lombardi

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Literacy Coach	Keri Weiss
Team Member # 2	Diagnostic Teacher	Dara Duggan
Team Member # 3	Middle School Teacher	Kimberly Thompson
Team Member # 4	Elementary Teacher	Sarah Sims
Team Member # 5	High School Teacher	Lara Metcalf
Team Member # 6	GaDOE School Improvement Specialist	Cheryl Hunley
Team Member # 7	CTAE Teacher	Christine Curtis
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Council Chair- Parent	Artecia McKinley
Stakeholder # 2	School Council Parent Representative	Francoise Morman
Stakeholder # 3	School Council Parent Representative	Marjorie Jones
Stakeholder # 4	School Council Parent Representative	Naomi Smith
Stakeholder # 5	School Council Parent Representative	Tanitra Carter
Stakeholder # 6	School Council Parent Representative	Aleisa McGabe
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	All team members including the leadership team were asked to seek information from additional stakeholders as needed. Feedback groups were set up for parents/families to review areas of needs and submit recommendations for the new school year. The leadership team members reviewed school data to identify what worked and what didn't work and came up with a list of recommendations for next school year.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 - Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 - Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	✓
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 - Provides a supportive and well - /bmanaged environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 - Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 - Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 - Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 - Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 - Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
4. Not Evident	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 - Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	✓

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	✓

Coherent Instruction Data

Instruction Standard 9 - Provides timely, systematic, data - /bdriven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 - Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	✓
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 - Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	✓
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 - Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 - Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	✓

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 - Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	✓
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 - Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	✓
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 - Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 - Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 - Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 - Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	✓
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 - Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	✓
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 - Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 - Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 - Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	✓
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 - Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 - Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 - Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	✓

Professional Learning Standard 3 - Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 - Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 - Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	✓
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 - Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 - Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	✓
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 - Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 - Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 - Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 - Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 - Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 - Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 - Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 - Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 - Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use?	The leadership team used a variety of student achievement data including but is not limited to: ● MAP Reading & Math ● GA Milestones ● BRI (reading inventory) ● ST Math ● GA BEST rubric scores The leadership team also reviewed other student data including but is not limited to: Student attendance Student behavior incidents including office referrals and suspensions

What does the perception data tell you?	We continue to see low student achievement particularly on GA Milestones but we've noticed significant growth in MAP particularly in math. We are also seeing some inconsistencies in student achievement trends which tells us that our instructional practices are not consistent and rigorous as it should be.

What process data did you use?	The leadership team reviewed all of the student achievement data and other forms of data during the leadership team meetings and we discussed progress with the School Improvement Plan. We reviewed minimal survey data results from our professional learning and training we've took this year and we reviewed what worked and what didn't work.

What does your process data tell you?	We continue to see low student achievement particularly on GA Milestones but we've noticed significant growth in MAP particularly in math. We are also seeing some inconsistencies in student achievement trends which tells us that our instructional practices are not consistent and rigorous as it should be. We discussed the need for fidelity with new initiatives and implementation and we also recognized the need to develop a comprehensive and effective professional development plan for all instructional staff.

What achievement data did you use?	The leadership team used a variety of student achievement data including but is not limited to: ● MAP Reading & Math ● GA Milestones ● BRI (reading inventory) ● ST Math ● GA BEST rubric scores

What does your achievement data tell you?	Our student achievement scores continue to be low particularly in state testing but we've noticed some growth in MAP particularly in math. The student achievement data trends reveal some inconsistencies which tells us that our instructional practices and rigor are not as consistent as we would like it to be. There is a need for emphasis in instructional support and walk-throughs/observations to increase support and raise rigor across all departments.

What demographic data did you use?	Student demographics ● Racial/ethnic subgroups ● Other subgroups ● Directly certified including SNAP, TANF, Homeless, Unaccompanied Youth, Foster and Migrant ● Student Mobility Rate ● Program enrollment including the years of enrollment at AASD ● Counties of residence

What does the demographic data tell you?	Our demographics and trends have been consistent in the past several years although the enrollment number has declined slightly in the last ten years. All of our students are placed at AASD based on IEP team decisions, which means that our population comes from students that the county systems cannot provide services adequately. Overall, we continue to serve a majority of economically-disadvantaged and minority students. All AASD students have access and equitable opportunities to high quality instruction. AASD is committed to providing impartial and fair educational opportunities for all of our students. We believe that it is critical that students are served by highly qualified and effective teachers, administrators, and support personnel who are knowledgeable about the unique educational needs of students who are deaf or hard of hearing and have possible multiple disabilities. It is our continued goal to provide highly qualified teachers to all students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Not evident or emerging scores were provided for Instructional Standard 6, 7, 8; Curriculum Standard 8; Assessment stand 2, 3, 4, 5. This is indicative of a continued need to focus on our school wide expectations (Tier I) and instructional practices in addition to general classroom best practices. Due to teacher turnover, not all of our staff has the same knowledge base about best classroom practices, such as differentiation, unpacking standards, etc. While these strategies may have been touched on in different meetings and trainings, there is a lack of consistency in implementation across the school. Additionally, there is a continued need for teachers to obtain instructional support and feedback from administration and instructional support staff that they can use to improve their instruction. In summary, teachers need both training, ongoing instructional support and quality feedback; leaders need coaching on how to provide quality feedback to improve instruction; and students need all of this to improve their learning.

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The major trend in this section is that department heads need to continue to develop as instructional leaders through professional development and application. Teachers would like to receive more constructive feedback on both lesson plans and observations in order to improve their instruction. As a school, we need to continue to develop our future leaders through involvement in committees, such as leadership team, RTI, PBIS, etc as well as provide opportunities for professional development in leadership skills. In addition, there is a need for increased collaboration between department heads and instructional support staff to maximize coaching and instructional support for teachers.

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on feedback from teacher and staff, there is a desire for more shared decision-making and collaboration between staff and administration. Teachers would like to see differentiated professional learning opportunities continue but there is a need for better monitoring and evaluation of all professional development offered. There is a need for department heads to increase their capacity as instructional leaders in order to increase the consistent use of best practices in all classrooms. There is a need to utilize support personnel effectively to

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	maximize support for classroom teachers. Multiple programs have been put in place to attract and retain new highly qualified staff members. The length of time it takes to hire a new teacher has proved to be challenging although there is moderate improvement in this area. Internally, professional development directed at leadership was put in place in order to build capacity. Many of the teachers that participated in the program are now in leadership positions. An induction program, designed after DOE's model has been in place for several years to support new staff as well as encourage staff retention. It is noted that the increase in staff retention is correlated to ongoing staff support that is currently in place for new and existing teachers.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	At AASD we offer many resources to families through a variety of modes. The trend in 2017-2018 was toward more relevant, department or grade specific communication with families. Though helpful, the need of stronger parent-school partnerships and increased meaningful two-way or reciprocal communication is clear. As a result, Elementary department utilized Bloomz, an online platform designed to facilitate 2-way communication between teachers and families. Results have been positive and there has been a marked increase in family involvement and communication in elementary. Efforts to build the capacity of parents to understand specific academic/developmental needs and goals, support life-skills learning at home and improve communication with their children must increase and become more innovative. Other needs: increase student self-advocacy with family, train and support teachers to improve collaboration with parents, assure leaders foster a respectful, welcoming environment by raising expectations among staff for consistent, positive, inclusive family communication and engagement. There is a continued need for building parent capacity through parent support groups and meetings.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The school as a whole has many important pieces in place. Unfortunately not all students can take part in the after school programs. High School changed the schedule to offer Club Time and we have seen many positive results, including the development of leadership skills in students. Middle School offered Student Body Government and class meetings to provide additional social and enrichment opportunities for middle school students. HS and MS are both using Kickboard which eliminates the ambiguity to the behavior systems. Teachers developed their own but the expectations were not always the same, leading to misunderstandings and consistencies. With Kickboard there are still some inconsistencies, but with students earning points the behavior system is more systematic although it's still a work in progress. There is an increase in the need for additional support concerning mental and behavioral needs which has significantly consumed most of the mental health/behavior support team's time. It is noted that teachers still struggle with students who have different behavior and academic expectations along with a lack of

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	consistency in how behavior support is offered throughout the school. Even though we have Positive Behavior Intervention System (PBIS) program in place for the past six years, there is a need to revisit the behavior support system and streamline staff efforts to coordinate responses and support. This also includes the need to reintroduce PBIS to staff to ensure shared expectations and consistency across the school.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Over the past several years, there has been no statistical changes to the demographics of our students. All of our students are placed at AASD based on IEP team decisions, which means that our population comes from students that the county systems cannot provide services adequately. Overall, we serve a majority of economically-disadvantaged and minority students. All AASD students have access and equitable opportunities to high quality instruction. AASD is committed to providing impartial and fair educational opportunities for all of our students. We believe that it is critical that students are served by highly qualified and effective teachers, administrators, and support personnel who are knowledgeable about the unique educational needs of students who are deaf or hear of hearing and have possible multiple disabilities. It is our continued goal to provide highly qualified teachers for all of our students.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Hearing students in GA public schools have oral accommodations for the test by listening to a pre-recorded version of the test through headpones. This year, our students were given the same access through VSL (Visual Sign Language) accommodation by being able to click on embedded videos on the online tests. This would ensure that every student in the state of Georgia receive the same test accommodation for validity and fidelity purposes. However, many students are still adjusting to this new accommodation and learning how to effectively use the tool to optimize their test performance. Academic performance at our school level is unique. Testing and achievement at each of the departments within the school is specialized and should be compared cautiously. Because 100% of our student population is on an Individualized Education Plan, the testing environment may not mirror what goes on within a regular public school system. Students in our school receive accommodations including but not limited to large printed material, visual supports, interpreting of the test items and questions in American Sign Language, small/individual testing groups, use of amplification systems, frequent breaks, extended time (up to 50% extra time), repetition of directions, and limited use of oral/verbal reading of the test questions/items in English. Even with these accommodations, 96% of our student are scoring below grade level in the area of ELA and 99% of our students are scoring below grade level for Math on the Georgia Milestones End of Grade Tests. We need to continue to prioritize our instruction to address these

Strengths and Challenges Based on Trends and Patterns

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	weaknesses in ELA and Math. AASD has not had any students score at the Distinguished Learner level in any academic area on any grade level test since the initiation of the Georgia Milestones. This data includes the re-test scores. However, there is only 15-20 day turn-around between the end of the main administration until re-testing begins. There isn't sufficient time to analyze scores, adjust curriculum and then remediate students prior to re-testing especially if the testing dates fall around the time of the last day of school. In addition, we continue to look at a variety of assessment scores to take a holistic approach including but is not limited to Measurement of Academic Progress (MAP) in Reading and Math, Basic Reading Inventory (BRI), Math ST and other informal assessments to track progress and growth. It is noted that students in middle school performed poorly on MAP math last year but with additional intervention time and increased math support, there has been a significant growth in this area. This is indicative that instructional support and coaching is crucial to improving student achievement in all areas.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	AASD primarily serves deaf and hard of hearing students either with or without multiple disabilities so the school staff is highly knowledgeable in working with this specific student population. All of our students are on IEP and most of the students come in with English as their second language. One of the biggest strength is that all of the AASD staff use American Sign Language as the primary language of instruction and they receive ongoing training related to instructional best practices in teaching deaf/hard of hearing students. Therefore, all staff are highly qualified and knowledgeable in the field of Deaf Education. While the school may not be as big and resourceful compared to a regular public school system, many of the staff have unique and multiple roles/hats in meeting our students' unique educational needs and the school works collaboratively like a family. While the state test achievement scores for AASD students may be historically low compared to peers in the state, we continued to see growth and progress in many areas including language, self-advocacy, self-awareness about identity and deaf culture and socio-emotional development.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Challenges	While AASD has many strengths as a school community, it comes with challenges. Many of the students are struggling learners because they come in with either little or no language, so the teacher and support personnel constantly work hard in providing a variety of educational and social opportunities to support their language acquisition and development. Historically, the students have not performed well on state testing so AASD strives to conduct a variety of assessments to monitor growth and progress in different areas. Lack of systemic professional development and instructional support have led to poor staff retention, inconsistent instructional practices and lack of rigor in the classroom. With students' limited language abilities and skills, it exacerbates the need for specialized wrap-around services to address their socio-emotional needs with our limited resources and manpower. Many of the students come from different county systems so traveling distance for some of the students pose as a challenge especially when it comes to having them involved after school activities and sports. Family engagement and involvement continue to be an area of need so AASD is constantly seeking new ideas and strategies to boost family engagement and build family capacity.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase consistent use of instructional best practices
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 2

Overarching Need	Maximize professional capacity for instructional staff and support personnel
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

Overarching Need # 3

Overarching Need	Increase family-school collaboration & build parent capacity
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	

Overarching Need # 4

Overarching Need	Support transition plans and needs to prepare students for life after high school graduation
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	No
Priority Order	Unranked

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase consistent use of instructional best practices

Root Cause # 1

Root Causes to be Addressed	Lack of systemic & consistent training
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of shared understanding of Tier I expectations for classroom instruction in all content areas
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of meaningful, explicit classroom observations/walk-throughs
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - Maximize professional capacity for instructional staff and support personnel

Root Cause # 1

Root Causes to be Addressed	Lack of professional development plan that explicitly address timelines, monitoring implementation & effectiveness, & roles/responsibilities
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Overarching Need - Increase family-school collaboration & build parent capacity

Root Cause # 1

Root Causes to be Addressed	Lack of opportunities to engage parents/families to be actively involved and build parent capacity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Overarching Need - Support transition plans and needs to prepare students for life after high school graduation

Root Cause # 1

Root Causes to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Programs	

Additional Responses	

Georgia Department of Education

School Improvement Plan
2018 - 2019



State Schools
Atlanta Area School for the Deaf

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	State Schools
School Name	Atlanta Area School for the Deaf
Team Lead	John A. Serrano, School-Level Superintendent

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that appy)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that appy)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environement.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:
By the end of the school year 2017 - 2018, all teachers will heave training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplmental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional
CIS - 1 Planning for quality Instruction
CIS - 2 Delivering Quaility Instruction
CIS - 3 Monitoring student progress
CIS - 4 Refining the instructional system

Family and Community Engagement
FCE-1 Welcoming all families and the community
FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student access
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Effective Leadership
EL-1 Creating and maintaining a climate and culture conducive to learning
EL-2 Cultivating and distributing leadership
EL-3 Ensuring high quality instruction in all classroom
EL-4 Managing the School and its resources
EL-5 Driving improvement efforts

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

Professional Capacity
PC-1 Attracting staff
PC-2 Developing staff
PC-3 Retaining staff
PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase consistent use of instructional best practices
Root Cause # 1	Lack of systemic & consistent training
Root Cause # 2	Lack of shared understanding of Tier I expectations for classroom instruction in all content areas
Root Cause # 3	Lack of meaningful, explicit classroom observations/walk-throughs
Goal	By the end of the 2018-2019 school year, through the use of instructional best practices, students will increase achievement as measured by Milestones by 3% in both ELA and Mathematics and meet the targeted MAP benchmarks

Action Step # 1

Action Step	Finalize and communicate the Tier I expectations for instruction for all content areas to instructional staff.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Lesson Plans/Unit Plans; TKES walk-throughs & observations
Position/Role Responsible	School-level Superintendent, Department Heads & Instructional Coaches
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	N/A

Action Step # 2

Action Step	Implement the Writing from Beginning to Beyond (WfBB) as the primary writing program.
Funding Sources	Title I, Part A Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Pre- & Post training surveys; Lesson Plans/Unit Plans; monitoring tool for PLC
Position/Role Responsible	WfBB trainers; Department Heads; Literacy Coach
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	The AASD trainers will utilize Thinking Maps company (the company that also is responsible for the writing program) for additional resources and support when needed.

Action Step # 3

Action Step	Maximize instructional math support to improve math instruction and student achievement that will include the following: * Provide ongoing/embedded professional development to instructional staff * With the hire of the new math coach, identify and provide math coaching support for instructional staff * Continue with the math consultant visits * Continue with the use of ST Math (interactive online math program designed to support students' math skills at their functional levels)
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 3

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Training surveys; teacher meeting notes; walk-throughs/observations; math assessment results
Position/Role Responsible	Superintendent; Math Coach; Math consultants; Department Heads
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Continued partnership with Rochester Institute of Technology- the university where the math consultant currently works for.

Action Step # 4

Action Step	AASD will continue to utilize Thinking Maps as an instructional best practice across all content areas.
Funding Sources	Title I, Part A Title I, Part A SIG N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Lesson Plans; OneNote for online PLC; TKES walk-throughs/observations
Position/Role Responsible	Instructional staff/teachers; Department Heads
Timeline for Implementation	Weekly

What partnerships with IHEs,	The AASD trainers will utilize Thinking Maps company for additional resources

Action Step # 4

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	and support when needed.

Action Step # 5

Action Step	Revise and implement lesson plans/unit plans expectations to boost relevant and rigor with a focus on utilizing instructional practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson Plans/Unit Plans; TKES walk-throughs/observations
Position/Role Responsible	Superintendent; Department Heads
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	N/A

Action Step # 6

Action Step	Students will utilize a variety of online reading and math subscriptions/software to work on their literacy and math skills.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	
Position/Role Responsible	
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Maximize professional capacity for instructional staff and support personnel
Root Cause # 1	Lack of professional development plan that explicitly address timelines, monitoring implementation & effectiveness, & roles/responsibilities
Goal	Increase the capacity of the department heads and instructional/support staff through professional learning opportunities and coaching related to instructional practices as evidenced by increased student achievement.

Action Step # 1

Action Step	Utilize the Professional Learning Protocol to assist in the development of the 18-19 Professional Learning Plan that includes the following: *Additional focus on monitoring for effectiveness, data collection related to ongoing implementation and evaluation *2-year cycle addressing PL needs for new and current teachers; instructional and support staff; administrators and department heads *Recalibration of expectations around a rigor instructional walk-through form used to determine the impact of all PL *Coaching plan that addresses instructional support for teachers and instructional staff *New Teacher Mentoring Program for new teachers
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	18-19 Professional Learning Plan; training surveys; TKES walk-through/observation data
Position/Role Responsible	Superintendent; School Leadership Team
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based	N/A

Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	N/A

Action Step # 2

Action Step	Increase collaboration between Departments Head and instructional coaches to maximize instructional leadership and support through scheduled meetings
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Meeting notes & action plans
Position/Role Responsible	Superintendent; Dept. Heads; instructional coaches
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	n/a

Action Step # 3

Action Step	Re-introduce PL training related to effective bilingual strategies and methodology for new & current teachers including maintaining sign language proficiency requirements.
Funding Sources	Title I, Part A N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Training Sign in sheets; TKES walk-throughs/observations

Action Step # 3

Position/Role Responsible	Superintendent; ASL Taskforce members; bilingual consultant
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Continued partnership with an outside bilingual consultant for bilingual support and training

Action Step # 4

Action Step	PBIS Core team will revise the PBIS program by updating guidelines and re-introducing expectations to instructional/support staff which will include the following: Expansion of the behavior support team Provide PL during the pre-planning week related to PBIS Implement a new behavior reporting system (SWIS) Review behavior data on a monthly basis
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS Core team meeting notes; PBIS/behavior monthly data; SWIS generated report
Position/Role Responsible	PBIS core team
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Partnership with GaDOE; University of Oregon to implement SWIS

Action Step # 5

Action Step	Revisit and implement protocol for addressing and monitoring student attendance to ensure consistent communication and follow up
Funding Sources	Title IV, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student attendance information; committee meeting notes & follow up
Position/Role Responsible	Superintendent; Dept. Heads; Supervisor of Student Services; Social Worker
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	N/A

2. SCHOOL IMPROVEMENT GOALS

2.4 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase family-school collaboration & build parent capacity
Root Cause # 1	Lack of opportunities to engage parents/families to be actively involved and build parent capacity
Goal	Increase family-school collaboration and build parent capacity as evidenced through the annual family survey

Action Step # 1

Action Step	Provide on-site and satellite ASL classes for families.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign in sheets; ASL teacher/childcare staff timesheets
Position/Role Responsible	Outreach supervisor; Family Engagement Specialist; ASL teachers; childcare staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	local county libraries, Piedmont-Henry Hospital, providers of meeting spaces for classes.

Action Step # 2

Action Step	Provide capacity building events and trainings with a focus on: *More opportunities for parent-to-parent support/interaction *Early intervention, language acquisition strategies, elementary reading trainings; behavior/PBIS; transition to and through high school; and special education services *Increased access for recording capacity and/or live stream for families who cannot attend on-site and for archival purposes.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Event flyers; survey results; sign in sheets
Position/Role Responsible	Family Engagement Specialist; Department Heads; Outreach supervisor; Superintendent
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	GaDOE

Action Step # 3

Action Step	Expand current family communication plan to include the following: *reminder text messages *Increase Spanish-speaking families access *Increase use of email through parent trainings *Provide training to all families on Infinite Campus portal and use of various apps for communication purposes.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 3

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Infinite Campus parental logs; weekly newsletters; Bloomz data usage reports
Position/Role Responsible	Family Engagement Specialist; Department Heads; instructional staff
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	N/A

Action Step # 4

Action Step	Expand the Toddler Program to support early family intervention and student enrollment which includes but is not limited to: *Hire three full-time Toddler staff (teacher, SLP & paraprofessional) *Continue with the part-time family educator to build family capacity *Increase the collaboration and transition between the Toddler and Preschool programs *Invest in early childhood learning professional development for staff
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	professional learning sign in sheets; travel authorizations; staff timesheets; toddler family surveys
Position/Role Responsible	Outreach supervisor; GA PINES; Elementary Department Head; Toddler & Preschool Program staff

Action Step # 4

Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	GA PINES; Guide By Your Side

2. SCHOOL IMPROVEMENT GOALS

2.5 OverarchingNeed # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Support transition plans and needs to prepare students for life after high school graduation
Goal	The ongoing CTAE expansion and incorporation will enable the students to be more career and college ready.

Action Step # 1

Action Step	Continue with GA BEST in the CTAE classes to improve soft skills and work ethic
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	GA BEST rubric scores
Position/Role Responsible	CTAE/Transition Department Head; CTAE teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Continued partnership with GVRA and selected local businesses for work placements for Work-Based Learning (WBL) students.

Action Step # 2

Action Step	Support PL opportunities for designated CTAE teachers and purchase additional technology to support STEAM and Internet of Things (new pathway)
Funding Sources	Title I, Part A Title I, Part A SIG Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Walk-throughs/observations of the new pathway course
Position/Role Responsible	CTAE/Transition Department Head; Designated CTAE teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	GaDOE; GVRA

Action Step # 3

Action Step	Offer OSHA certification training at AASD
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	OSHA certificates

Action Step # 3

Position/Role Responsible	CTAE/Transition Department Head
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	OSHA company to obtain a site license to be able to offer on-site testing.

Action Step # 4

Action Step	Begin the year with a STEAM day along with opportunities throughout the year for teachers and students to have hands-on learning related to STEAM.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Completion of STEAM Day (checklist)
Position/Role Responsible	CTAE/Transition Department Head; Designated CTAE teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	n/a

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	The school leadership team, consisting of various teachers, staff and administrators, met on a bi-monthly basis to review a variety of data sources as well as review School Improvement Plan progress to discuss next steps. Input was solicited from parents and community members during the end of year annual review focusing on a variety of areas such as literacy, academic support, behavior support, communication and IEP needs. Individual staff meetings were conducted by the school superintendent and in addition, surveys were distributed to identify strengths and challenges of the school to determine school priorities.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Newly hired teachers are automatically enrolled in our new teachers induction program where each teacher will get mentoring support throughout the year. Human Resources Office works with all teacher hires to ensure that they have appropriate certification for their teaching assignments. In case of an out-of-field teaching assignment, the supervisor, HR technician and the teacher meets to implement a plan of action where the teacher will work toward obtaining the necessary certification s/he needs in order to become professionally qualified. The HR Office works closely with the school superintendent and the department heads to review and maintain the Master Teacher spreadsheet that contains a list of all of the current PSC certifications and licensure of each instructional staff. This will ensure consistent tracking of teacher professional qualifications. The teachers including new teachers participate in ongoing professional development on a weekly basis focusing on a variety of topics that are aligned to the School Improvement Plan addressing best instructional practices and school-wide needs. The leadership team meets on a regular basis to plan professional development for the teachers and assign lead teachers, support staff, literacy coach and outside consultants to provide training and coaching for teachers. The school allocates funds for professional learning so the school can regularly send teachers to regional training and conferences related to their assigned areas when appropriate.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed	AASD offers a developmental bilingual program that primarily uses American Sign Language and English for the delivery of instruction for all students. The school aims to preserve and build upon students' abilities in both languages and strive for students to achieve fluency in both. Students develop their expressive and reception skills in ASL. Students also develop their abilities to read, write, and for some, speak

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	and listen in English. Teachers provides Tier I instruction using research-based instructional practices that include but are not limited to guided reading, bilingual strategies such as fingerspelling, bridging, thinking maps, differentiation, learning targets, word walls and many more. Like many public schools, AASD follows the state standards for all grades including the graduation requirements for high school students. All students have IEPs so all students get individualized plans, accommodations (if needed) and modifications (if needed) to further support their learning and address their specific needs. Students are regularly assessed using a variety of instrumental tools to measure their progress as well as their levels to gauge instruction and identify appropriate interventions. Students who are identified as in need of additional support are provided intervention using Tier II and Tier III strategies as deemed appropriate. AASD has data teams that meet on a regular basis to review academic data to identify trends, strategies and academic interventions for at-risk students. Strategies and interventions are recommended and then carried over to the classroom where the teachers provide interventions and monitor their students' progress toward their learning goals.

4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	All students at AASD have IEPs so all students get individualized plans that include appropriate accommodations and modifications to further support their learning and address their specific needs.

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	AASD serves students from ages 2 to 21 years old including those in early childhood education programs. Each student including those in preschool grades are required to have annual IEP review where the student's strengths and needs are addressed. The IEP serves as a way for the IEP committee to identify plans and strategies for the transition from early childhood education program to elementary program.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	All AASD students have IEPs which include transition plans for Middle School aged students and up. AASD currently employs a transition team that includes a transition specialist, Career Technical Education and Transition Department Head, and a Transition Assistant. The transition team works closely with all Middle School and High School students on career and postsecondary planning that includes the development and monitoring of their personal graduation plans. For 8th graders prior to entering High School, they participate in an orientation about high school to familiarize themselves with expectations and graduation requirements. AASD has a growing Career, Technology, and Agriculture Education department which consists of nine teachers who provide specialized instruction related to a variety of career pathways, and in addition, the teachers provide explicit instruction in soft skills. For High School students, each student has an individualized transition plan that addresses their postsecondary plans and activities needed to accomplish their postsecondary goals. Many High School students take CCART classes which provide opportunities for students to learn about essential employment skills such as interviewing, filling out applications, and working off campus to gain work experience. AASD cultivates and maintains partnership with local businesses and agencies to provide work placements for students.

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	AASD employs a behavior support team consisting of behavior staff, school psychologists, social Worker and administrators who works primarily with students in need of additional socio-emotional support and immediate intervention who may be struggling in the classrooms. The school has a student responsibility center which provides a calming environment for students on behavior intervention plans (BIPs) to de-escalate and address their coping skills with the Behavior Specialist and/or the School Psychologist. Once the students have the opportunity to decompress and refocus, they return to their classrooms to resume their learning. In addition, AASD has a Positive Behavior Intervention Support (PBIS) core committee that meets on a weekly basis and the committee consists of behavior team, social worker, school psychologists, administrators, and selected teachers. The committee regularly meet to review behavioral data and discipline referrals to identify trends, strategies and interventions to reduce office referrals and misbehaviors. In addition, the PBIS committee sends out weekly newsletters to the school that address daily classroom management tips and relevant articles. The committee also hosts student assembles periodically to recognize and celebrate student successes and positive behaviors. At-risk students are identified using data, and the committee develops individualized behavior support plans which are then monitored on a weekly basis by the committee. Interventions may include but are not limited to the use of the social worker or individualized school counseling sessions. The school psychologist provides weekly social skills classes to Middle School students to address a variety of socio-emotional topics such as maintaining healthy relationships,

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	bullying prevention, and many more.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	

AASD PRIORITIES 2019-2022

The following BLUE action plan looks at three big priority goals for the next few years as a result of our self-study as we go through the accreditation process. The GREEN action plan items reflect the current SIP which requires a set platform. Our intent is to do our final review of the current SIP and integrate the new SIP goals with our newly agreed upon priority goals. At that point in time, we will expand the plans for each of the action items and assign roles, responsibilities and deadlines. This will happen in May 2019 when the SIP cycle re-starts.

GOAL: To conduct a comprehensive review of curriculum at AASD.

ACTION ITEM	PERSON/S RESPONSIBLE	TIMELINE
Review Tier 1 curriculum: defining curriculum, reviewing existing and potential resources and ensuring materials are available.		
Implement Tier 2 for PBIS with full CICO system and groups for students based on data		
Develop technology integration plan that provides teachers with training and ensures student use of all the assorted technologies we identify as part of our curriculum at all Tier levels.		
Develop a plan to increase student ownership of learning.		

GOAL: To streamline communication at AASD.

ACTION ITEM	PERSON/S RESPONSIBLE	TIMELINE
Define the issues and improve the master calendar system at AASD.		
Create a vehicle for sharing meeting notes where all can access.		
Develop a system for announcing decision making and communicating about the processes when decisions are being made.		

GOAL: Clearly define transitions at all phases of education at AASD.

ACTION ITEM	PERSON/S RESPONSIBLE	TIMELINE
Early Childhood to Preschool-Toddler program staff participate in outreach activities with Babies Can't Wait, the Consortium, and continue partnering with GA PINES		
Elementary to Middle School-Visitation Day for students and orientation for students and families, MS 101 at Registration Day		

Middle to High School- Visitation Day for students and orientation for students and families, HS 101 at Registration Day, 8th grade orientation every May	Transition Coordinator – 8th grade to 9th grade orientation	Beginning of the year, end of the year
HS to Life-Continue the expansion of CTAE offerings through Dual Enrollment, leadership development opportunities, Work-Based Learning offerings, business and industry tours, post-secondary education and training opportunities.	High School Department Heads, Transition Team	Throughout the year
New Student – New students to AASD should receive a tour of the school upon starting from a designated person in their department.	Department Heads	As needed for new enrollees

GOAL: Instructional Practice *Some of the items emphasized this year will continue, others will become a part of the PL cycle that will be determined.*

ACTION ITEM	PERSON/S RESPONSIBLE	PROGRESS/TIMELINE
Communicate Tier 1 Expectations for all content for all instructional staff.	Superintendent, DHs, Instructional Coaches	Completed at start of school, ongoing
Implement WFBB.	Superintendent, DHs, Instructional Coaches	Training completed, ongoing
Maximize math support.	Superintendent, DHs, Instructional Coaches	Consultant schedule in progress, ongoing
Continue Thinking Maps.	Superintendent, DHs, Instructional Coaches	Training has been happening all year, ongoing
Revise and implement lesson plans/unit plan expectations.	Superintendent, DHs	Complete, time to gather feedback
Utilize variety of online reading and math subscriptions/software.	Superintendent, Media Specialist, DHs, Instructional Coaches	To incorporate into the new plan with technology trainings.

GOAL: Professional Learning and Capacity Building *This goal needs to be modified to an overhaul of all professional learning to a 5-year cycle that reflects curriculum needs and expectations so staff can continuously refresh on old things and stay current with new things.*

ACTION ITEM	PERSON/S RESPONSIBLE	PROGRESS/TIMELINE
Utilize PL protocol that includes monitoring of effectiveness, walkthroughs, coaching plan, data collection, and mentoring for new teachers.	Superintendent, School Leadership Team	With revamping of PL plans and creation of ongoing cycle, this will need to be continued.
Increase collaboration between department heads and coaches.	Superintendent, DHs, Instructional Coaches	Meetings have happened, ongoing
Re-introduce Bilingual strategies and ASL skill development training for staff.	Superintendent, ASL taskforce, bilingual consultant	This needs to become a part of the PL cycle and plan.
Revamp PBIS with new expectations and training to support them, data collection	PBIS Core Team	Revamp underway and ongoing. There are trainings

via SWIS, and expansion of behavior team.		for next year that will be new and need to be prioritized.
Revisit protocol for student attendance monitoring.	Superintendent, DHs, Social Worker, Supervisor of Student Services	In place and ongoing.

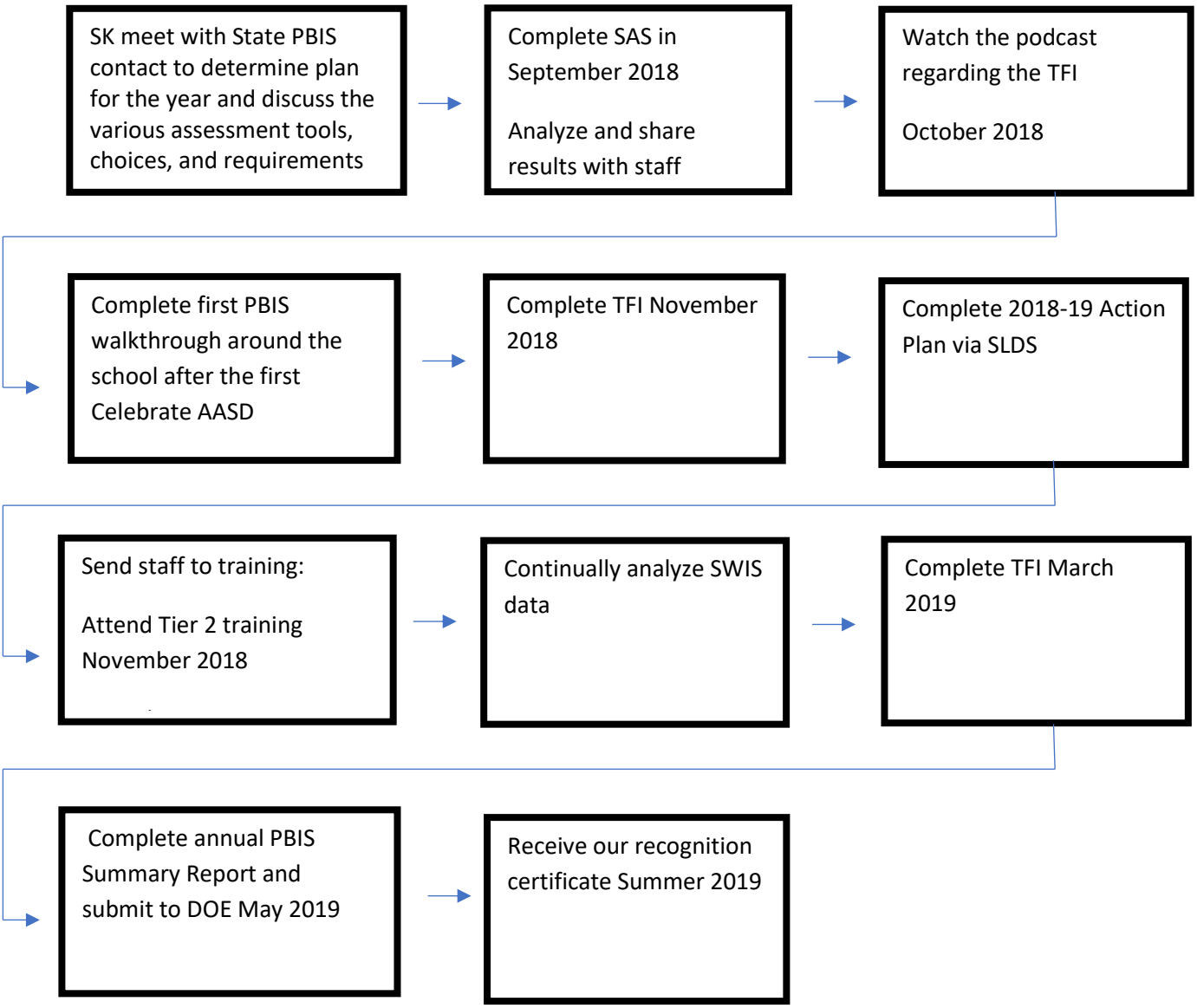
GOAL: Family Engagement *This goal has been completed but needs to continue and we need to ensure that families are training and understand all the new goals for the next cycle.*

ACTION ITEM	PERSON/S RESPONSIBLE	PROGRESS/TIMELINE
Provide onsite and satellite ASL classes for families.	Outreach Supervisor, Family Engagement Specialist, ASL teachers	Ongoing
Provide capacity building training for families including the use of live stream.	Family Engagement Specialist, Superintendent, Outreach Supervisor, DHs	Ongoing, live stream still shaky
Expand family communication plan .	Family Engagement Specialist, DHs, Instructional Staff	Ongoing
Expand the Toddler program .	Outreach Supervisor, Toddler Time staff	Complete with growth a continued a project

GOAL: Support Transition Plans and prepare students for life after AASD.***

ACTION ITEM	PERSON/S RESPONSIBLE	PROGRESS/TIMELINE
Continue with GA BEST in CTAE classes	CTAE DH and teachers	Soft Skills integrated daily; Submission for certification in Spring
Support PL for CTAE teachers and support STEAM and Internet of Things. Expand STEAM school-wide.	CTAE DH	Ongoing; Hosted STEAM Day for students; provided monthly STEAM presentations at staff meetings
Offer OSHA certification training at AASD.	CTAE DH	Yearly
Begin the year with a STEAM day and other STEAM events through the year.	CTAE DH and teachers	Ongoing

***These ensure eligibility for grant funding



What is the PBIS Assessment Plan for 2018-2019?

PBIS Action Plan 2018-19

Based on PBIS core team observation, staff input and the surveys from 2017-18 it was determined that we need a PBIS 2.0 "re-boot."

GOAL: The clarification of roles of all staff who serve students behavioral and mental health needs.

Action Item	Person/s Responsible	Date to complete
Determine the positions needed to best support students.	PBIS Core/Admin	May 2018
Fill the new Crisis Responder position and the Behavior Para position.	Admin	July 2018
Communicate to staff the roles and expectations of each position.	PBIS Core/Admin	August 2018
Clarify the difference between the Social Worker and School Counselor roles.	PBIS Core/Admin	August 2018
Identify Tier 1 and 2 Team Members and define roles on the team.		
Identify Tier 3 Team Members and define roles on the team.		

GOAL: To redefine our PBIS expectations for Panther Pride

Action Item	Person/s Responsible	Date to complete
Complete survey/voting for expectations.	SK	May 2018
Create and hang posters.	Lori/Natalie	August 2018
Have students do skits at the first Celebrate AASD for the year.	Celebrate AASD Team	September 2018
Revamp the PBIS Handbook so it reflects the use of Thinking Maps and is more teacher/user friendly.	Lori/SK	July 2018
Provide PBIS training during pre-planning.	Lori/Natalie	August 2018
Develop schedule for booster trainings during the year.	PBIS Core/Admin	August 2018

GOAL: To clarify our violations system.

Action Item	Person/s Responsible	Date to complete
Create a grid that more clearly defines consequences.	Admin	August 2018
Share that grid with staff in a meeting.		August 2018
Include the grid as an update to the Parent/Student Handbook	Admin	August 2018
Reinstate SWIS as our data system for referrals.	SK	August 2018

Train all staff on the use of SWIS.	Lori	August 2018

GOAL: To develop clear assessment plan for 2018-19.

Action Item	Person/s Responsible	Date to complete
Get trained in SWIS.	SK, Lori, Natalie	August 2018
SAS	SK	September 2018
View the TFI podcast	PBIS Core	November 2018
Complete Fall Walkthrough	PBIS Core	October 2018
Complete TFI Fall	PBIS Core	November 2018
Put action plan in SLDS	SK	November 2018
Staff attend training for Tier 2	SK, Lori, Natalie	November 2018
Send attend training for Tier 1	Natalie, Katie, Reggie, Samantha	December 2018
Analyze data monthly during PBIS Core meetings	PBIS Surveys-SK SWIS-Lori Kickboard-Natalie	Monthly
Complete TFI Spring	PBIS Core	March 2019
Complete PBIS Summary Report	Natalie, Lori	May 2019

APPENDIX A: GaDOE School Safety Audit Report

FR: Jeffrey Hodges, Office of Safe and Drug-Free Schools

Mr. John A. Serrano
Superintendent
Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, GA 30021

Dear Mr. Serrano,

Thank you for the opportunity to visit your school on December 7, 2018. Your understanding of the importance of providing a safe and supportive learning environment for your students and staff is commendable. The Georgia Department of Education (GaDOE) and the Georgia Emergency Management and Homeland Security Agency conducted a comprehensive school safety assessment at your school on May 19, 2016. The School Safety Assessment Report (SSAR) included commendations and recommendations to enhance school safety and to improve the learning environment for your students.

The main purpose of the December 7, 2018 site visit was to follow-up on the recommendations from the School Safety Assessment Report from 2016. The GaDOE understands that a few of the recommendations could not be implemented because of funding limitations. Below is a list of the SSAR recommendations and your school's response to the recommendations.

Exterior Recommendations:
1. Visible numbers should be placed on the exterior doors and classroom windows of each building on campus to assist public safety officials in the identification of classrooms from the exterior of the facility. Reflective numbers would be ideal in helping with the identification of classrooms at night by public safety officials. In progress
2. Additional lighting and surveillance should be added at strategic locations to enhance school safety. Security cameras have been repositioned and relocated. New cameras will also be purchased.
3. Backup generator is recommended for the school in the event of a power outage. No plans are underway to purchase a generator because of funding concerns. GaDOE will follow-up with this recommendation and attempt to expedite the request.
4. Emergency vehicles do not have direct access to playground area. Please review the school's medical emergency plan for promptly responding to medical emergencies on the playground. Plan has been reviewed and first responders have adequate access to the playground area.
5. Ask local law enforcement to patrol the school parking lot at various times during and after school hours. Complete
6. Keep doors to storage building locked at all times to prevent unauthorized student access. Complete
7. Add an easily accessible fire extinguisher to the storage building. The fire extinguisher that is currently inside the building is expired. Complete

Interior Recommendations:

1. Consider installing a color-coded mass notification system to communicate threatening situations (i.e. tornado, fire, intruder alert) to deaf students and staff. This system is currently in use at the Georgia School for the Deaf. In progress - Spring/Summer 2019
2. School staff should be trained on the proper use of fire extinguishers. The local fire department can provide the training upon request. In progress
3. School should be equipped with carbon monoxide detectors. Carbon monoxide detectors were installed to several strategic areas.
4. Some of the surveillance cameras are in need of repositioning and others are not working. Repair or replace the cameras that are not working. Complete
5. Replace or repair exterior doors that are in disrepair to enhance school safety. Complete
6. Exterior double doors should be equipped with an astragal (plate) to cover the gap between the doors to help prevent unauthorized entry. Complete
7. All exit doors should be equipped with panic hardware for easy egress during school emergencies. Complete
8. Pathway to all emergency exits should be clear at all times. There were mats blocking the exit doors inside the gymnasium. Complete
9. School should develop written regulations regarding access to and use of the building by school personnel after regular school hours. Complete
10. An escort should be available for school personnel responsible for money collected or deposited during the school day. Complete
11. A copy of the school safety plan should be submitted to the Georgia Emergency Management Agency (GEMA) for review. Plan will be submitted to local EMA and law enforcement.
12. Conduct table top exercises with school staff members to practice the school safety plan. Contact GEMA for assistance. AASD will work with GEMA to conduct table top exercises. Zachary Williams (GEMA/Homeland Security Coordinator/Area 7) may be reached by phone at (404) 558-6107 or by email at Zachary.williams@gema.ga.gov.
13. School safety plan should address pandemic/epidemic preparedness and response. The following resources are available on the GaDOE website. Complete
14. School safety and violence prevention information should be provided regularly to staff members as part of a school-wide staff development plan. Complete
15. Add more choking guidelines signage to cafeteria dining area. Complete
16. Fire extinguisher is missing inside the gymnasium. Replace immediately. Complete
17. Please note that fire extinguishers are due for re-inspection in August 2016. Complete
18. Doors to all storage rooms, custodial closets, teacher workrooms, conference rooms and other rooms that are off-limits to students should be closed and locked when vacant to prevent unauthorized student entry. Complete
19. Keep all scissors and the paper cutter securely locked away when not in use inside the art room. Complete
20. Keep theater doors closed and locked when theater is not in use. Complete
21. Replace lighted exit sign inside the theater. Complete

22. Add lighted exit sign on the stage to indicate the exit to the stairs. Not complete. Emergency light should be installed in the back of the stage (near the stairs) in the back of the theater.
23. Keep room 127 (storage) inside the preschool area closed and locked when not in use. Complete
24. Reverse the locking mechanism on the door to room 120 in preschool area to limit unauthorized access to the preschool area. No longer applicable. Room now serves as a classroom.

25. All school administrators should be trained on how to locate and turn off the power and water in the event of an emergency. In progress

Recommendations from December 7, 2018 visit:

1. Monthly fire drills should be reported online through the Office of Insurance and Safety Fire Commissioner.
2. Evacuation routes should be posted near the doors to the cafeteria dining area and the gymnasium.
3. Replace fire extinguisher in greenhouse. It was last inspected in November, 2017.
4. A staff member expressed concern about bottles, syringes, and other contraband on school property because of inadequate fencing near the apartments. Review options to replace or secure the area.
5. Staff members working in greenhouse should always have a cell phone readily available to notify front office and law enforcement in the event that an intruder is on campus.
6. Consider adding additional security camera to cover the area near the greenhouse.
7. Lockers should remain locked to prevent the hiding of weapons or contraband.
8. Consider installing panic buttons to classrooms.
9. Consider installing protective film on windows in observation rooms.



ATLANTA AREA SCHOOL FOR THE DEAF