

The Colorado School for the Deaf and the Blind

Independent Program Review Recommendations

Progress Update August 2023

Executive Summary Major Recommendations: Immediate Improvement

Recommendation	Status	Summary Notes
CSDB leadership (administration and board of trustees) should give additional attention to the operations and outcomes of the school for the blind. This could take a variety of forms, including a separate strategic school plan that identifies specific goals for professional development of staff and student achievement and growth, as well as gives periodic reports to the board about the operations and student outcomes.	In Progress (2022)	<p>(August 2022)</p> <p>Established a Blind Advisory Committee in 2019 that continues to date. The committee identified the following priorities that have been areas of focus:</p> <ol style="list-style-type: none">1. Braille signage updated in School for the Blind and added in the Employability Center. Remaining buildings will be prioritized and updated.2. Develop and provide Blind Accessibility/Awareness Training for all staff during the 2022-2023 SY, beginning in August 2022.3. Auditory description process developed and implemented Spring 2022 and continues through 2022-2023 SY.4. Revision of policy IHBE to include addressing students Learning Media Plans and their primary literacy mode.5. The Blind Advisory and Deaf Advisory Committees collaborated to establish communication norms for our campus. <p>The school has been more proactive in discussions and preparation around school-wide events for students and staff involving both populations for accessibility and accommodations (homecoming pep rally, graduation, etc.)</p>

		<p>Additional magnification devices and refreshable braille display devices purchased.</p> <p>Literacy and numeracy curriculum updated in braille to include UEB Math for numeracy.</p> <p>Student achievement results are regularly presented to the Board of Trustees to include all students, as well as results specifically</p> <p>Additional staff added to include Literacy Coach, Assistive Technology Teacher, and School Counselor.</p> <p>Extra hours added to the Brailist to perform additional work during school breaks.</p> <p>School Media Center / Library was converted to a classroom to provide additional space needed for a Special Education Classroom. The Media Center is in the process of being moved to another building and should open in the Fall of 2022.</p> <p>(August 2023 Update)</p> <p>The Blind Advisory Committee continued to meet during the 22-23 school year and provided five school-wide trainings to all staff to increase awareness of the needs of our blind students. These trainings included a blind awareness video and live panel, expanded core curriculum with Robbin Clark, accessibility and access technology with Tim Richard, Orientation and Mobility, and the team wrapped up the training by providing hands on experiences with all staff at CSDB.</p> <p>Additional braille signage was added in the Administration building to improve accessibility.</p>
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Board members should receive hands-on, concrete training about their statutory responsibilities regarding oversight and supervision and how those are implemented in practice.	Completed (2022)	(August 2022 Update) Board of Trustees members are trained annually in the following areas: Open Meetings Law, CORA, and Board Best Practices. Other trainings such as CASB, are offered as needed.
<p>CSDB should engage in instructional-program improvement activities this fall in the following four areas:</p> <ul style="list-style-type: none"> a. Recruitment and retention of qualified and experienced staff b. Use of accommodations and access strategies for all students c. Data-drive effective instruction d. Increasing partnerships with parents, organizations, and other community members. <p>This should include specific goals, implementation plans, progress measures, and on-going professional development activities tied to the improvement goals.</p>	Completed (2022)	<p>(August 2022 Update) These areas were addressed in the newly developed 2020-2025 CSDB Strategic Plan.</p> <p>Recruitment and Retention is an area within the School Climate and Culture section of the strategic plan and efforts include a recruitment video developed, partnerships with new social media to include KKTv for posting job announcements. HR will attend job fairs within the local community to reach potential applicants, both virtual and in-person.</p> <p>Instruction was identified as a section in the Strategic Plan and emphasis was put on developing a strong Multi-Tiered Systems of Support (MTSS) program at CSDB to increase emphasis on data-driven effective instruction. The team consulted with an independent external expert to develop an in-depth handbook that includes the system and process for MTSS. A school-wide MTSS team was developed and participated in the CDE MTSS training modules during the 2021-2022 SY. All staff will be trained in the 2022-2023 SY.</p> <p>New literacy and numeracy, as well as a social-emotional curriculum was identified, adopted, and implemented as well to ensure strong Tier I curriculum is in place.</p> <p>The Communication and Outreach sections of the Strategic Plan have been working to increase and strengthen positive relationships with parents, agencies, and other community organizations. There</p>

		<p>are numerous partnerships we have developed, and a few examples include:</p> <ul style="list-style-type: none"> • CSDB received a new Art Studio by partnering with the Leroy Neiman Family Foundation and the US Olympic and Paralympic Museum • CSDB partnered with the American Red Cross (ARC) on the “sound the Alarm” campaign to install unique bed-shaker smoke alarms or those who are Deaf. • CSDB partnered with Rocky Mountain Deaf School in the Spring of 2022 to provide an Outdoor Education Experience for Middle School students at a YMCA for students from both schools. • CSDB partnered with the Colorado Center for the Blind (CCB) to provide mentorship opportunities for students. • CSDB is in the process of implementing a different communication system • Starting in May 2022, videos were developed with updates from CSDB and shared with CSDB parents, staff, as well as posted on the website to ensure the community is aware of what is happening at CSDB. • CSDB partnered with the Safeway/Albertsons Immunization Team to offer a COVID-19 vaccination clinic specific for our population to include materials in braille ad ASL interpreters for attendees.
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CSDB leadership should review the current number of administrative positions and reallocate some of them to provide ongoing support for instructional improvement (e.g., math and literacy coaches). The duties of the Director of Curriculum and Instruction position should be restructured to include supervision of principals and additional direct involvement with instructional support.	Completed (2022)	<p>(August 2022 Update)</p> <p>Since the report, the number of principal positions has been reduced from five to three.</p> <p>Supervision of the Principals shifted in 2019 from the Superintendent to the Director of Curriculum, Instruction, and Assessment.</p> <p>Additional coaches were added to include a Math Specialist/Coach in the School for the Deaf and a Literacy Specialist/Coach in the School for the Blind.</p>
CSDB Outreach staff and CDE specialists in deaf and blind education should meet, under the direction of the executive director of CDE's Exceptional Student Services Unit (ESSU) to jointly clarify which services each agency is currently providing and which service needs are not being met. Also, they should develop a coordinated plan that will capitalize on the expertise, experience and resources available in both agencies. That	In Progress (2022)	<p>(August 2022 Update)</p> <p>There have been collaborative meetings over the past two years that include both CDE and CSDB staff to discuss collaborative efforts. The focus of these meetings has been the development of a shared resource that outlines who to contact for various resources and services statewide; this resource will ultimately be shared with the public on both the CDE and CSDB website. In addition, conversations have begun as to how to best survey various stakeholders (school districts, families, etc.) as a first step to determine and address unmet needs.</p>

plan should be communicated to school district special education directors and superintendents across the state.	In Progress (2023)	<p>(August 2023 Update)</p> <p>Collaborative meetings between CDE ESSU and CSDB Outreach Programs have continued over the past year. The “who to contact” resource is now complete and being converted to an accessible document that will be added to both organizations’ websites by the end of this month. In addition, the first phase of the statewide needs assessment is now complete, with a survey of Special Education Directors (or their designees) responsible for the supervision of teachers and special service providers serving students who are Deaf/hard of hearing (DHH) and/or blind/visually impaired (BVI) in May of 2023. The results (n=25, with a geographically representative sample) have been analyzed, summarized, and are available to interested parties. This work will continue this Fall with two additional surveys, one for direct teachers and special service providers themselves and another for families and students. The workgroup will continue to identify a variety of opportunities, including newsletters and conferences, to disseminate information and resources to key stakeholders throughout the state.</p>
CSDB leadership should work closely with ESSU staff to define and determine CSDB’s Early Intervention Program (for both D/HH and B/VI) in light of the ongoing work of the CDE and the Colorado Department of Human Services (CDHS) to shift authority for early - intervention evaluations and supports to the CDHS, through the interagency work of 2018 House Bill 1333.	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>CSDB had representation as statewide stakeholders in the workgroups for evaluations, tools, and considerations during transition, as well as representation for the referral and intake process. We continue to have conversations with Dept of Early Childhood, Early Intervention Colorado for evaluations for children who are DHH or Blind/low vision.</p> <p>(August 2023 Update)</p> <p>CSDB continues to participate in stakeholder surveys sent by the Department of Early Childhood, as well as have representation on task forces. In July 2023, CSDB submitted a proposal to work with Early Intervention Colorado to provide statewide training on hearing screening best practices to evaluation entities.</p>

<p>jointly conduct a statewide outreach needs assessment and utilize the findings to develop a plan to meet those identified needs</p>	<p>In Progress (2023)</p>	<p>Conversations between CSDB and CDE ESSU have begun as to how to best survey various stakeholders (school districts, families, etc.) as a first step to determine and address unmet needs across the state of Colorado.</p> <p>(August 2023 Update) The first phase of the statewide needs assessment is now complete, with a survey of Special Education Directors (or their designees) responsible for the supervision of teachers and special service providers serving students who are Deaf/hard of hearing (DHH) and/or blind/visually impaired (BVI) in May of 2023. The results (n=25, with a geographically representative sample) have been analyzed, summarized, and are available to interested parties. This work will continue this Fall with two additional surveys, one for direct teachers and special service providers themselves and another for families and students. CDE ESSU and CSDB Outreach Programs will plan a series of “lunch & learn” sessions to share information, answer questions, and gather information from participants regarding additional needs to be addressed. The workgroup will continue to develop an action plan as such needs are identified.</p>
<p>Based on feedback from stakeholders at the town hall meetings and the online questionnaire, there is a need for a single point/source for parents to access communication about resources and support (e.g., a website that is continually updated and maintained with some access to a staff person for questions and clarifications). It may be most helpful to have separate “sites” for D/HH and B/VI. This should be developed jointly by the CDE, CSDB and key stakeholders.</p>	<p>Completed (2023)</p>	<p>(August 2022 Update) Discussions began 3 years ago, between CSDB Outreach and CDE, regarding a single-point website with continually updated statewide-resource pages for D/HH, B/VI and D/B. Discussions stalled due to the change of Outreach Directors. Conversations resumed in the Spring of 2022 with the hiring of a new CSDB Outreach Director, and CSDB and CDE ESSU continue to work together to develop a shared resource that outlines who to contact for various resources and services statewide; this resource will ultimately be shared with the public on both the CDE and CSDB website.</p> <p>(August 2023 Update) The CSDB website is linked to the CDE website and the CDE website is linked to the CSDB website to ensure access to resources. With</p>

		CSDB has completed the application for CEASD and AER accreditation. There is a long waitlist for accreditation and CSDB will begin the self-study portion of accreditation this school year.
CSDB should set an aspirational goal to become a collaborative partner with school districts, families and advocacy groups, among others, to model effective practices and more effectively use existing resources to enhance and develop services statewide.	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update)</p> <p>CSDB partners with more than 500 businesses and advocacy groups who provide resources for CSDB services, including employers for Employability Center programs, representatives as topical presenters, donors, agencies to aid the Deaf and Blind communities, and more. (See list) For the 2022-23 school year, Outreach has agreements in place with 23 school districts/agencies to provide D/HH and B/VI services for a total of approximately 135 school-age children.</p> <p>(August 2023 Update)</p> <p>CSDB continues to expand our community partnerships. CSDB will be celebrating 150 years of the school on April 8, 2023 and will engage the community partners in the celebration.</p>
With leadership from the CDE Commissioner's Office and based on the results of the statewide needs assessment, Outreach staff and CDE personnel – in coordination with AU special education directors – should explore different service models (beyond what is currently in place), beginning with the areas of greatest need. In addition, CSDB, in coordination with the CDE, should develop partnerships with higher education to enable local AU staff to become licensed/certified in areas of critical shortage, as well as increase staff-capacity building to meet student needs	<p>Not Completed (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>The statewide needs assessment has not yet been completed which must be done to complete this step. The statewide needs assessment is a priority for the 2022-2023 school year.</p> <p>(August 2023 Update)</p> <p>This step will become a priority for the CDE ESSU and CSDB Outreach Programs workgroup following the completion of the statewide needs assessment and analysis of survey results, expected by the end of the 2023 calendar year.</p>

Findings and Recommendations on On-Campus Instructional Program Recommendations: Education of D/HH Students

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Recommendation	Status	Summary Notes
Develop and implement a program to recruit and retain qualified teaching staff (in both content areas and pedagogy) with the goal of reducing staff turnover. This should be done in collaboration with ESSU staff and the Consortium of Directors of Special Education	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) Human Resources searches multi resume databases throughout the nation and Colorado to recruit qualified applicants and encourage them to apply. HR has also created a CSDB Exit Survey that will begin with SY22-23. Also, surveys will be sent periodically to new staff from Human Resources to confront issues/concerns in a timely manner.</p> <p>(August 2023 Update)</p> <p>The Interim Superintendent completed exit interviews with exiting staff. CSDB continues to have multiple positions vacant despite recruitment and retention efforts. The staff that work directly with students require a unique skill-set and licensure and there is currently a nation-wide shortage. CSDB was not fully staffed last year and does not look to be fully staffed this year. In addition, the ability to recruit substitutes is extremely challenging as well. This has resulted in current staff taking on more and is causing significant burn-out.</p> <p>CSDB participated in a job fair this school year at the University of Colorado at Colorado Springs (UCCS) In addition, CSDB sent a representative to the National Deaf Education Conference in California and st up a booth for recruitment.</p>
Conduct Exit Interviews with all departing staff to identify why they left and what could have been done to encourage them to stay	Completed (2022)	(August 2022 Update) All staff who leave CSDB are given an exit survey with these questions. This is a State of Colorado survey, quarterly they sent CSDB the results which are shared with the Superintendent and Morale Team.

Improve mentorship, coaching, and support-network opportunities for new staff based on feedback from new and veteran teachers	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) CSDB has a CDE approved Educator Induction Program. The program is reviewed on an annual basis. CSDB has added coaches to assist with additional mentorship for new teachers.</p> <p>(August 2023 Update) CSDB revised the Educator Induction Program and will implement the revised program in the 2023-24 SY. CSDB also developed a new staff handbook that we will begin using this school year.</p>
Review the induction program so that new staff can earn the appropriate certifications and improve their instructional capacity as part of the program	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) The induction program is reviewed and revised on an annual basis. There have been different approaches to the mentor program that we have tried to ensure that staff get the support they need from their mentors. Some innovative approaches we have tried have been a team mentoring approach by pairing veteran staff with groups of new staff.</p> <p>(August 2023 Update) The induction program has been revised and CSDB continues to support staff to ensure they have the appropriate certifications and licensure.</p>
Incorporate a plan/timeline for completion of certifications and licensures into the evaluation process	Completed (2022)	(August 2022 Update) All licensed personnel are given timelines based upon current CDE rules regarding required licensure and/or certifications This is clearly outlined in Notices of Pay.
Partner, in coordination with CDE and the Consortium of Directors of Special Education, with the University of Northern Colorado and other higher-education institutions that train teachers of the D/HH to develop an “internship” program at CSDB. The goal would be to create a “pipeline” of qualified	In Progress (2022)	(August 2022 Update) Some initial conversations took place with UNC after the report and those need to continue. Additional, more in-depth conversations need to occur.

candidates for CSDB and other AUs across the state		
Conduct and annual climate and culture survey with staff, parents and students, with a focus on determining the reasons for high staff turnover	Completed (2022)	(August 2022 Update) An annual staff survey has been completed each Spring with staff.
Provide all students who attend CSDB access to the full range of communication methodologies/options available for them in any public school in the state. All forms of access to language should be made available and supported by CSDB.	Completed (2022)	(August 2022 Update) The philosophy of CSDB is a bi-lingual, bi-modal philosophy that supports instruction in both ASL and English.
Base instructional activities on individual student needs as reflected in their IEPs and data from formative assessment processes	In Progress (2022)	(August 2022 Update) For the 21-22 school year an IEP coordination team was developed to address compliant and quality IEPs. Feedback was provided to case managers based on individual IEP needs. Additionally, there were two trainings provided by CDE on writing quality goals based on data and standards. Theses trainings were required of all case managers.
Add additional specialists in literacy and math instruction, behavior support and/or instructional coaching by reallocating some administrative positions	In Progress (2022) Completed (2023)	(August 2022 Update) Since the report we have hired a Math Specialist/Coach for the School for the Deaf, a Literacy Specialist for the School for the Blind, contracted with a Behavior Specialist for both schools, and hired a School Counselor for the School for the Blind. CSDB has adjusted FTE internally to add more coaching positions. Some positions are filled, and some were recently vacated and will need to be filled. In lieu of a behavior specialist, CSDB is utilizing ESSER funds to add a Dean of Students for each school. The role of the Dean will be to support behavior and social-emotional needs of the students.
Ensure teachers are aware of grade-level expectations for student work based on CAS	In Progress (2022)	(August 2022 Update) This area will need additional support for teacher. Instructional coaches and administration in the school for the deaf completed

	In Progress (2023)	<p>trainings on working with teachers on instructional strategies. Additionally, and MTSS core team consisting of team captains from various departments (student services, school for the Deaf and school for the blind) along with team members from both schools looked at modules on core content. Both groups (coaches an MTSS teams) will continue to work on how to roll this out to teachers.</p> <p>(August 2023 Update) In the spring and summer of 2023 the MTSS the core MTSS team working on completion of the first draft of the MTSS handbook outlining process and frameworks for MTSS Tier 1. In January 2023, the strategic plan team provided an overarching training of MTSS. Additional professional development will be provided this fall on as we begin to roll out this process.</p>
Develop a schoolwide implementation of DEAR program	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) A DEAR program has not been implemented school-wide. There is currently a plan to implement one in the 2022-2023 school year.</p> <p>(August 2023 Update) This has not been implemented school wide at this time. A few classrooms are participating in DEAR as part of their daily routine.</p>
Improve communication and collaboration with school districts regarding student progress, including expectations for if/when a student should return to the school district and then partnering for successful transitions in or out of CSDB	In Progress (2022)	<p>(August 2022 Update) Communication with districts has improved over the past few years with districts around the state. Several opportunities have surfaced recently for students to transition back to their district, especially for transition services since their hometown is most likely their next environment. CSDB staff have collaborated with receiving districts to prepare the student for appropriate accommodations in the public schools and consultation has been made available to home districts after the student has started services in that district. In addition, the availability of zoom has opened more opportunities for districts</p>

	In Progress (2023)	<p>to be involved in meetings including IEP's, behavior consultation, and evaluations. Otherwise, the distance from the home districts was previously a barrier for district involvement.</p> <p>(August 2023 Update) Districts continue to be more engaged in IEP meetings due to the ease of zoom meetings. Communication with CDE has included brainstorming ideas regarding how to inform districts of CSDB's services and enrollment.</p>
Provide greater transparency and clarity about admissions criteria	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) Admissions criteria is available in policies and open to the public on the CSDB website. Special Education Director has also shared the admissions policy with inquiring districts and has collaborated with district Sped Directors about specific students as needed and the appropriateness of the CSDB programs.</p> <p>(August 2023 Update) Admissions criteria is available in policies and open to the public on the CSDB website. Special Education Director has also shared the admissions policy with inquiring districts and has collaborated with district Sped Directors about specific students as needed and the appropriateness of the CSDB programs. The admissions criteria will be reviewed as part of the normal policy review process and any changes will be communicated via website and open access to CSDB policies.</p>
Develop a continuum of services to meet individual student needs. This should reflect the choices of access to language and communication modes available to parents of children who are D/HH	In Progress (2022)	<p>(August 2022 Update) In the school for the Deaf and Deaf PreK Programs a small group of teachers, coaches and administrators gathered to look at language planning and communication modes. Additionally, the team identified the need to have more training on the IEP communication page to address individuals with a range of language abilities and modes. In the PreK the team developed a</p>

	In Progress (2023)	<p>language planning form and will begin to hold annual meetings with families and individual student team members to look more at how we can meet the needs of children in the deaf program.</p> <p>In the School for the Deaf we have taken steps to address this, including the development and hiring of a Literacy Interventionist, STEM Coach and ASL Coach. These positions support tiered instruction including supporting teachers with Tier 1 curriculum, providing push-in group instructional support and providing one-on-one or small group individualized intervention support. For the 2022-2023 school year CSDB also hired an ASL Teacher who can provide direct instruction in ASL in addition to English instruction for most elementary students and identified secondary students. We continue to work to set-up a model/system for providing spoken language support to learners specific to English. At this time, this support is only provided to a small group of identified elementary and secondary students.</p> <p>(August 2023 Update) In the 22-23 school year there was a Bilingual PLC group that focused on early education and our bilingual philosophy. The Preschool for the Deaf received a CIRCLE grant to add an additional teacher that focused on support for students that have access to spoken language and a Bilingual- Bimodal program was established. The program includes regular language planning with families and staff to establish goals for individual students. In the K-12 Deaf school program, our ASL specialist, and ASL teacher worked closely to look at support for students with varying levels of ASL. Small group and 1:1 intervention services continued with students with spoken language access in K-8.</p>
Develop a system that provides “push in” support from related service providers. A highly collaborative teaching and learning	In Progress (2022)	<p>(August 2022 Update)</p> <p>Related services are delivered as a push in model anytime appropriate for the student and their needs. In preschool, service</p>

design with related personnel (e.g., audiologists and speech and language pathologists) could increase the individualization and variety of specially designed instruction for each student throughout their school day	In Progress (2023)	<p>providers deliver services during the play-based instruction model that is best practices for the preschool age. Due to the necessity of certain services, some services are still a pull-out model such as Orientation Mobility and Physical Therapy depending on the skill set of the student and the need for specialized equipment. SLP's work in conjunction with classroom teachers to host specialized literacy events and students participate as a large group. Plans for the school year 22-23 include a collaborative effort for language services including SLP services in collaboration with ASL.</p> <p>(August 2023 Update) In the school programs there was some push in services as appropriate primarily due to language access. There was some push in in Preschool with the SLP, but this was not consistent. We need to continue to look at ways to work toward this goal, but it potentially will require a dedicated interpreter to support language access in preschool. In the school age programs, more push in is occurring as it is appropriate for the required related service and the student.</p>
Develop in-depth, ongoing professional development for administrators and teachers in the analysis of student-achievement data and how to use it to inform instruction with a focus on individual student needs	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) There has been some professional development in the use of data. Through the MTSS training in the 2022-2023 SY additional in-depth training will be provided.</p> <p>(August 2023 Update) Through READ Act, we provided training and guidance on progress monitoring in the Enrich system platform. This was a first step in accountability of data and monitoring. In the 22-23 school year we ended the year with a data dive where the school teams and support service staff started to look at trends in data for the year. Plans for the 23-24 school year include an MTSS coach that will help train and guide teachers in consistent data aligned with the MTSS tiers of instruction.</p>

areas and levels and provide teachers with samples of student work that exemplify grade-level expectations for students based on CAS	In Progress (2023)	<p>A curriculum review cycle is in place to ensure all instructional materials are reviewed every 5 years on a rotation cycle. Through this process new Literacy, Numeracy, and PE/Health curriculum has been purchased since the report. The remaining content areas will be reviewed in the next two years.</p> <p>(August 2023 Update) In the 22-23 school year the school teams continued to work to ensure that Tier one was implemented. In the deaf school, coaches worked on pacing, scope and sequence and a map of instruction for core programs. In the blind school, the literacy coach position was filled at the end of the school year and that coach will support the BVI program in this alignment as well.</p>
Work with staff to increase the level of academic language used with students	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) Training has been provided on bi-lingual instructional strategies that include the use of social language and academic language.</p> <p>(August 2023 Update) For the 22-23 school year, no direct training was provided. There were two bilingual PLCs, one for older grades and the other for primary grades to focus on the gaps, needs, philosophy, and development of materials.</p>
Provide professional development focused on the use of scaffolding and differentiated instruction based on grade-level expectations from CAS	<p>Completed (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) Training has been provided on the CAS.</p> <p>(August 2023 Update) Additional training was provided in the 22-23 school year connecting special education high leverage practices and instruction</p>

Findings and Recommendations on On-Campus Instructional Program Recommendations: Education of B/VI

Recommendation	Status	Summary Notes
<p>Recruit qualified teaching staff and retain qualified and experienced teaching staff</p> <ul style="list-style-type: none"> • Explore and implement new partnerships to increase recruitment strategies • Create and implement innovative and robust induction supports for unqualified teachers/staff. Mentorship and coaching supports should be systematic and aligned with best practices • Examine and align program improvement goals and professional-development activities to focus on staff retention to support increased student results 	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>Individualized professional development occurs to support staff in areas of need on Friday afternoons.</p> <p>(August 2023 Update) In the 22-23 school year, principals met regularly with their mentors and mentees. Through this process, it was determined that the mentor program needed an overhaul to make a more robust program to support new teachers. At the end of the school year, a new handbook was created to address the program's gaps.</p>
<p>Create and implement rigorous supports to certify new teachers in braille competency</p>	<p>Completed (2022)</p>	<p>(August 2022 Update)</p> <p>The CSDB brailist has created a course that teachers can access and use to support their practice with braille. The brailist and other TVIs in the building (mentors, co-workers) are available to check braille work and progress and answer any questions that may arise. CSDB is currently working to develop a course for paraprofessionals and other service providers who are not required to pass a competency exam but need basic skills in place to support students.</p>
<p>Increase certified braille transcribers for the School for the Blind. Include appropriate certifications in non-technical materials,</p>	<p>Completed (2022)</p>	<p>(August 2022 Update)</p> <p>The workload of the braille transcriber was reviewed and it was determined that an additional braille transcriber was not</p>

technical (such as math and science), textbook formats, tactile graphics and material for young children		needed. It was determined that the current braille transcriber could benefit from additional hours when students are not in session. Additional hours have been allocated to the braille transcriber during school breaks and the summer to address this need.
<p>Conduct a critical analysis of the teaching positions, related-services staff and paraprofessionals and then research/examine a variety of approaches to hire and maintain qualified and experienced teachers to meet the instructional needs of students</p> <ul style="list-style-type: none"> • This would include a critical examination regarding who should be endorsed as teachers of students with visual impairments, who should be qualified in core subject areas and who should be competent in braille • Administration should consider realigning staff to increase student access to curricula, access to braille, access to accommodations and modifications, and access to technology. This should include the role and function of paraprofessionals • Increase collaboration among all teaching staff, related-services staff and paraprofessionals to increase effective instruction to all students 	Completed (2022)	<p>(August 2022 Update)</p> <p>Secondary teachers are required to be highly qualified in the content area in which they teach (English, Math, Social Studies, and Science). Elementary teachers are required to be certified in elementary education. Two teachers have master's degrees in special education because their caseload consists of students with additional disabilities in which their primary disability is not blindness. All core teachers are required to be braille competent.</p> <p>A Certified Assistive Technology Instructional Specialist was added to the team to help advise and instruct the use of assistive technology in the building. Paraprofessionals participate in professional development classes to improve their braille knowledge and skills. Regular brainstorming and child study meetings are held to keep an open line of communication about each of our students to ensure we have all appropriate accommodations in place.</p>

	In Progress (2023)	(August 2023 Update) The Lions Library is being utilized by all school programs. We converted a classroom into two braille offices to expand our braille services. We also converted our old library office into an office for the new Dean of Students in the School for the Blind. Our numbers continue to increase and as this happens we are creative with our use of space. Elementary teachers are specializing in a subject area, therefore the storage of materials and manipulatives is more consolidated and organized.
Evaluate the roles and responsibilities of paraprofessionals in assisting with specially designed instruction, student independence and meaningful engagement	In Progress (2022) In Progress (2023)	(August 2022 Update) Paraprofessionals meet regularly to discuss their roles and responsibilities. (August 2023 Update) Paraprofessionals meet every Friday afternoon during Professional Learning Community time. A lead para facilitates the meeting with an agenda developed between her and the principal. Paraprofessionals have regularly scheduled meetings with the classroom teachers on a weekly basis.
Consider a systematic process for training and managing the work of the paraprofessionals with ongoing support	In Progress (2022) In Progress (2023)	(August 2022 Update) Paraprofessionals have dedicated weekly Professional Development. CSDB provides the paraprofessionals with a menu of options. I also provide in person trainings throughout the year to them. These trainings are specific to their needs. For example: How to Use the 3D Printer, How to Use an Embosser, How to Use the Laminator, UEB Online Braille Lessons, Modules on Autism, Understanding Behavior Plans, etc. (August 2023 Update) The menu of options for paras continue to increase. The principal found three sites for trainings specific to paras that they will review and discuss during the 23-24 school year.

<p>Conduct a critical analysis to determine the amount of support needed to provide effective braille instruction and access to braille materials in all curriculum areas</p> <ul style="list-style-type: none"> Discern the needs of students with all ability levels. Provide modified curriculum materials in braille and print 	<p>Completed (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) The need for braille support was analyzed and currently, there is have one fulltime braille teacher. CSDB now has two other teachers with braille pull out time available in their schedule to assist with providing 1:1 instruction to students.</p> <p>(August 2023 Update) Severity Scales Completed on all Braille Reading Students: Minimum of 3,810 minutes / Maximum of 4,205 Full work load, per braille teacher, 1,270 minutes a week Two braille instructors this year, may have to continue contracting additional services. One of our braille instructors is also expected to help with Assistive Technology services. We need at least one more fulltime service provider to adequately meet the needs. These numbers do not include our new students.</p>
<p>Determine the supports needed for teachers to increase the availability of accessible educational materials to all students in their primary learning medium</p>	<p>Completed (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) The brailist works 5 additional days. In addition, the brailist also is paid to work on additional summer projects to jumpstart in creating and adapting educational materials for the following school year.</p> <p>(August 2023 Update) In addition to her 5 days, the brailist worked on several summer projects, one of the larger ones was transcribing the new READ ACT assessment, Accadience.</p>
<p>Improve effectiveness of paraprofessional supports to increase student access to the curriculum by evaluating their role and responsibilities to include greater individualized and specialized supports to</p>	<p>Completed (2022)</p>	<p>(August 2022 Update) Paraprofessionals have longer monthly meetings with the teachers they assist. Paraprofessionals meet monthly as a group to discuss celebrations, concerns, and needed trainings. Paraprofessionals are given an hour of individual PD time every</p>

students. Include ongoing management and training of paraprofessionals	Completed (2023)	<p>Friday. The supervisor provides a menu of options and will often assign needed trainings. The supervisor is currently working on developing an assessment specific to their braille skills and knowledge.</p> <p>(August 2023 Update) The “Braille Readiness” assesment is almost ready to begin using. Paraprofessionals and teachers will continue a similar schedule this year.</p>
Provide professional development activities, which includes off-campus site visits to typical schools to stay informed about current trends and strategies used with all students to learn grade-level content	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) Teachers were required to observe at least one teacher in a mainstream environment during the 2021-2022 school year. This expectation will continue. Teachers reported their observations to their supervisor and colleagues. Teachers implemented some strategies their learned during their observation in their CSDB classrooms.</p> <p>(August 2023 Update) 75% of the teachers in the School for the Blind participated in this opportunity during the 22-23 school year. Teachers will be observing each other more this school year.</p>
Identify and implement a systematic process for determining modifications to grade-level curriculum for students who are discrepant in literacy from their grade levels	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) Teachers note grade level standards in their lesson plans and unit plans. While instructing, teachers present tier 1 curriculum to students at grade level, but also scaffold this material by breaking down vocabulary and modifying the curriculum to meet students at their instructional level.</p> <p>(August 2023 Update) This was consistently happening during the 22-23 school year. This year teachers will be using Planboard to document weekly lesson plans in addition to submitting yearlong curriculum maps.</p>
Examine curricula at all grade levels and areas, such as literacy, numeracy, science and	In Progress (2022)	<p>(August 2022 Update) A curriculum review cycle is in place to ensure all instructional materials are reviewed every 5 years on a rotation cycle.</p>

<p>social studies to ensure appropriate curricula is in place</p> <ul style="list-style-type: none"> • Partner with a typical school district for professional-development activities in curriculum development. Include professional development in grade-level teaching and learning strategies • Include parents and other stakeholders in the curriculum review process 		<p>Through this process new Literacy, Numeracy, and PE/Health curriculum has been purchased since the report. The remaining content areas will be reviewed in the next two years. Parents are given the opportunity to provide input to the new curriculum.</p> <p>(August 2023 Update)</p>
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Findings and Recommendations on On-Campus Instructional Program Recommendations: Residential Programs

Recommendation	Status	Summary Notes
Develop formal relationships with community agencies that also support independent living for adults (e.g., the Independence Center in Colorado Springs) in order to coordinate services and maximize resources and support for students and families	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update)</p> <p>CSDB has working relationship with the following:</p> <ul style="list-style-type: none"> • Independence Center in Colorado Springs • Colorado Center for the Blind in Denver • Deaf Overcoming Violence through Empowerment (DOVE) • Pikes Peak Humane Society <p>(August 2023 Update)</p> <p>Students connect with the following agencies through partnerships established by both Student Life and the Employability Center</p>

		<ul style="list-style-type: none"> • Independence Center in Colorado Springs • Colorado Center for the Blind in Denver • Deaf Overcoming Violence through Empowerment (DOVE) • Pikes Peak Humane Society • Department of Vocational Rehabilitation (DVR) • Use our own “Complete Program” developed for our strategic plan goals to have a process to document opportunities in the following areas: Creative Arts, Occupational, Multi-cultural, Physical, Leisure, Emotional, Teamwork. • Our Bridges to Life Program provided several workshops that focus on the 8 areas of complete.
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Findings and Recommendations on Employability Center

Recommendation	Status	Summary Notes
Create strong and consistent linkages with each student’s home school district to coordinate and collaboratively plan, with the student and family, for successful transition from CSDB. Students and families would benefit if school districts were including in planning for a student’s transition starting at age 18. This would allow for a timely and thoughtful conversations with the student and family regarding long-term planning for where the student would reside in the future, for employment opportunities and for supports needed, among other priorities. Another element of this could include CSDB	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) Currently, this recommendation is addressed through annual IEP meetings and bi-annual Parent-Teacher conferences. In addition, the CSDB Guidance Counselor is working with our Infinite Campus system manager to open features in IC to parents and students, such as ICAP and access to academic planning, schedules, and transcripts. This will allow more direct family involvement in planning and monitoring student’s academic and transitions plans. This year, we can discuss as a team more ideas to address this recommendation in a more systematic way.</p> <p>(August 2023 Update)</p> <p>CSDB continues to address this area through annual IEP meetings. In addition, CSDB invites outside agencies that support</p>

and school district staff sharing contacts for resources in those areas, including the local Colorado Centers for Independent Living, which is part of the Association for Colorado centers for Independent Living		students in their transition planning with the permission of the family. These agencies often include home area agencies. Finally, CSDB's Guidance Counselor serves as our liaison between these agencies and CSDB and works to schedule presentations between agencies and students, as well as field trips and workshop involvement.
Develop a partnership with the Independence Center in order to better utilize its resources for assisting with transition activities such as employment opportunities, job coaching, independent-living skills, money management, self-advocacy, connections to community resources for adults with disabilities, resources for parents with disabilities, and current information related to requirements for Medicaid waivers and Supplemental Security Income/Social Security Disability Insurance benefit planning	Completed (2022)	(August 2022 Update) CSDB has had a strong ongoing relationship with the Independence Center (IC). Three years ago, CSDB and the IC established a system for streamlined collaboration. It was established that our CSDB Guidance Counselor would be the main point of contact between IC and CSDB, and he would facilitate all collaboration between the IC and teachers and students. He regularly schedules visits to the IC for students and teachers, assists students in registering for workshops offered by the IC, and he schedules presentations from the IC with CSDB classrooms.
Participate in the Pikes Peak Interagency Transition Team in order to support staff, students, and families to connect with the resources available in the Colorado Springs area. This could also include access to job fairs; to information about support groups and recreational opportunities; and to the range of supports for individuals with disabilities in the area	Completed (2022)	(August 2022 Update) CSDB has maintained participation in the Pikes Peak Interagency Transition Team (PPITT) for many years. The previous Employability Center Principal attended the monthly Transition Coordinator meetings whenever possible, and the current Principal (since 2018) has continued that practice to date. In addition, our CSDB Guidance Counselor has attended the PPITT agency partners monthly meeting for many years and continues that practice to date.
Conduct regular post-secondary survey for CSDB graduates and their parents that	Completed (2022)	(August 2022 Update) Our CSDB Guidance Counselor contacts all graduates one year after exiting CSDB and conducts the State

informs program effectiveness and provides data for determining student success, effective practices, priorities for resource allocation and areas needing improvement. For example, this could be done two years after leaving CSDB and again three years later. School districts could participate in this survey and would benefit from receiving data regarding their students		required Indicator 14 survey. To address this recommendation more directly this year, we can discuss developing a system to expand that contact to two- and three-year post-exit from CSDB and develop a data recording and monitoring tool.
Create and advisory committee of employers and representative agencies to assist in identifying trends to plan for; guidance for program planning and capacity development; and areas requiring focus	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) This recommendation has been addressed informally through conversations with CSDB business partners and student employers. During the 2019-2020 SY, a post-employment survey was piloted with all student employers to gain feedback on their experiences with CSDB. The following year, students were not placed in employment opportunities due to the pandemic. This survey can be reintroduced for the 2022-2023 SY. In addition, this year, we can discuss ideas for addressing this recommendation in a more formal manner moving forward.</p> <p>(August 2023 Update) During the 2023-2024 School year, staff in the Employability Center will discuss the implementation of an advisory committee to include brainstorming best format and frequency.</p>

Findings and Recommendations on Student Academic Outcomes

Recommendation	Status	Summary Notes
Work with ESSU staff to train IEP team members to use appropriate identification	Completed (2022)	(August 2022 Update) During the CIMP review in the fall of 2018, ESSU staff reviewed the appropriate identification procedures for

procedures for determining which students should take the CoAlt. This should be done as soon as possible so students take the correct state assessment and, more importantly, are instructed on the appropriate standards		<p>determining which students should take alternative assessments. Students who were previously misidentified were changed to regular assessments via the IEP amendment process and currently, our School Psychologists are monitoring and correctly identifying students for alternative assessments using CDE guidelines.</p> <p>(August 2023)</p> <p>IEP trainings and collaboration with CDE are ongoing.</p>
Train all instructional staff to utilize achievement and growth scores from the state assessments to inform the instructional program and to provide students and parents with information about their student's growth toward grade-level expectations and post-secondary and workforce readiness	<p>Completed (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>State assessment results are reviewed with staff when they are made available.</p> <p>(August 2023 Update)</p> <p>This year we completed a data dive at the end of the year to look at achievement and growth. We also changed our assessment windows to ensure that we had the time to collect the data necessary to inform instruction. In K-5 the team moved to a more standards based report card to share that information with families. BTL/EC program implemented their matrix to support workforce readiness and have a system for collecting data to inform practices.</p>
Have staff calibrate/align the student portfolios with growth on the state-assessment program to enhance the utility of	Not Started (2022)	<p>(August 2022 Update)</p> <p>(August 2023 Update)</p>

the portfolio data to inform instruction and provide feedback to students and parents about student progress/growth	In Progress (2023)	In 22-23 standard based rubrics were implemented in K-5 in both the deaf and the blind schools. This was used as a tracking system to collect student growth and inform parents of progress. Additionally, in the school for the deaf, the literacy team created a spiral up tracker to ensure that students hit required standards while in the program.
Use schoolwide and classroom assessments to better understand student needs and better inform instruction on an ongoing basis. It is critical that staff understand what grade-level, evidenced-based reading and writing in English look like in practice and that there is a common understanding of that level of performance among the instructional staff. That can be done by sharing/discussing samples of student work. The resources from the CDE's Content Collaboratives work could also be useful here. Meeting state grade-level expectation should be the aspirational goal for all students	In Progress (2022) In Progress (2023)	(August 2022 Update) Assessments are administered on a regular basis and are discussed in PLC meetings regularly. (August 2023 Update) In 22-23 standard based rubrics were implemented in K-5 in both the deaf and the blind schools. This was used as a tracking system to collect student growth and inform parents of progress. Additionally, in the school for the deaf, the literacy team created a spiral up tracker to ensure that students hit required standards while in the program. Also, the windows for benchmark assessment were better aligned to meet the needs of staff and students and inform instruction. PLCs met from January until May to look at instruction in the area of focus and inform next steps.
Take immediate steps to implement the instructional improvements called for in the Executive Summary in order to increase student achievement and growth	In Progress (2022)	(August 2022 Update) CSDB has adopted new curriculum and is in the process of implementing a strong Multi-Tiered Systems of Support (MTSS) model to identify students in need of interventions. We have hired additional coaches and interventionist to provide coaching support for teachers, and interventions for students.

	Completed (2023)	<p>(August 2023 Update)</p> <p>The first draft of the MTSS handbook will be complete by September 2023. This MTSS team developed and shared and initial training of staff and a platform for a more in depth training. Additionally, the Child Study team Process was realigned to the Student Support Team process that is part of MTSS and will track data to inform staff of needs for intervention.</p>
Set an aspirational goal that every student will demonstrate typical growth in ELA and Math; student growth is a very important measure of the effectiveness of the CSDB instructional program	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>Student growth goals are set for students on an annual basis.</p> <p>(August 2023 Update)</p> <p>With a full year of data we tracked student data and set goals based on growth. We reset the baseline given the previous two years we were in a pandemic and learning was sporadic. Our next step will be to use this past years baseline data to inform this years teaching and set new target goals.</p>
Continue to compare student achievement and growth at the school with other AUs and D/HH and/or B/VI students across the state. Also, work with ESSU staff to identify a comparison group based on IEP goals and/or other student characteristics; this will provide additional context for evaluating the school's student outcomes and identifying/understanding the root causes for poor student performance	Not Completed (2023)	<p>(August 2022 Update)</p> <p>The data for this kind of comparison is limited and is analyzed when available is analyzed with Principals and teachers.</p> <p>(August 2023 Update)</p> <p>This was not completed in the 22-23 school year. Some contacts were made with other schools and programs that may open us to being able to share some cross data points.</p>

Findings and Recommendations on Outreach Program

Recommendation	Status	Summary Notes
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
		<p>information learned and action steps to be taken will be shared with AUs via statewide newsletters and conferences.</p> <p>Additional evidence of collaboration exists in the interagency agreement between CDE and CSDB for the Colorado Instructional Materials Center and joint support of school district personnel serving students with sensory needs across the state.</p>
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<p>to have full access to instruction</p> <ul style="list-style-type: none"> ○ Students who are B/VI and need braille, and from whom appropriate braille-literacy supports are critical • Ensure that professional development – conducted regionally and based on annual needs-assessment results – also considers licensure/certification requirements and addresses the complexities of providing educational services for students who are D/HH, including the range of communication options, access, interpreter usage, literacy and content instruction, role of the teacher of the deaf (TOD) and general-education teacher, speech and language pathologist and educational audiologist, school psychologist and others; and for students who are B/VI, including certification requirements for braille, orientation and mobility, and technology 		
<p>Program Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Conduct ongoing monitoring of implementation of services and seek feedback on the effectiveness of services • Conduct a yearly program evaluation of the various Outreach Program components. This should include but 	Completed (2022)	<p>(August 2022 Update)</p> <p>Recipients of all Outreach programs and services are surveyed continually, and the results of these surveys are analyzed to assess program effectiveness and guide conversations regarding future programs and services to address unmet needs.</p>

not be limited to the following; outcomes for participants in distance learning, student data that demonstrates the results of service implementation, effectiveness of resource allocation, results of regional capacity building, communication tracking systems, ongoing collaboration efforts, and mutual accountability activities with the CDE and USs		
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Findings and Recommendations on Early Intervention Program

Recommendation	Status	Summary Notes
Participate with Outreach services in a statewide-needs assessment to determine interest and need for this program	Not Completed (2022)	<p>(August 2022 Update)</p> <p>This has not been completed and will be an area of focus for the 2022-2023 school year.</p> <p>(August 2023 Update)</p> <p>The current statewide needs assessment is focused on school-age programs, services, and supports; a similar process will be followed for early intervention subsequent to its completion.</p>
Collaborate with the CDE and any other appropriate agencies to review identified needs and develop the short- and long-term plans to reach all interested parents/caregivers	Not Completed (2022)	<p>(August 2022 Update)</p> <p>Not Completed</p> <p>(August 2023 Update)</p> <p>The current statewide needs assessment is focused on school-age programs, services, and supports; a similar process will be followed for early intervention subsequent to its completion.</p>

		materials and resources to offer and share comprehensive information.
Continue to support capacity development and elimination of waitlists, given the correlation between a strong foundation in English and reading skills such as evidence-based practices in supporting the five pillars of reading and academic success	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>We have decreased our CSRP waitlist from 40+ to less than 10. We are offering more opportunities to our families via zoom that supports reading and academic success as well as language development.</p> <p>(August 2023 Update)</p> <p>We continue to keep our waitlist under 20, matching as quickly as possible. We've had a change in the number and availability of contractors that provide services; however, we have hired 2 0.8 FTE positions at CSDB to lead the Early ASL and CSRP programs.</p>
Conduct ongoing surveys of participants, in addition to reviewing the growth rubric, to determine the effectiveness of the existing model and make adjustments as needed	Completed (2022)	<p>(August 2022 Update)</p> <p>We have decreased our CSRP waitlist from 40+ to less than 10. We are offering more opportunities to our families via zoom that supports reading and academic success as well as language development.</p> <p> (August 2023 Update)</p> <p>Completed in 2022. Outreach Programs continues to survey families and stakeholders after events, workshops, and trainings to identify any gaps, continued priorities for families, and support any programmatic changes.</p>
Ensure that CSDB's Early Intervention staff actively collaborate with other agencies who have a deep knowledge of communication methodologies beyond ASL, in order to provide parents with the full range of communication options at the time of identification of the child's hearing loss	Completed (2022)	<p>(August 2022 Update)</p> <p>The state has one strong listening and spoken language agency- The Listen Foundation, and another than generally supports listening and spoken language, The Marion Downs Center. We have had very recent conversations with the Listen Foundation about collaborations and partnerships, and will soon be reaching out the Marion Down Center for further opportunities.</p>

<p>Early Intervention staff should work closely with the CDE's ESSU staff to define and determine the Early Intervention Program (for both D/HH and B/VI) in light of the ongoing work of the CDE and CDHS to shift authority for early-intervention evaluations and supports to the CDHS, through the interagency work of 2018 HB 1333</p>	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) CSDB had representation as statewide stakeholders in the workgroups for evaluations, tools, and considerations during transition, as well as representation for the referral and intake process. CSDB continues to have conversations with Dept of Early Childhood, Early Intervention Colorado for evaluations for children who are DHH or Blind/low vision.</p> <p>(August 2023 Update) CSDB is involved in stakeholder meetings where assessments for DHH children are addressed, and other meetings where ongoing screening in EI is addressed. We have also submitted a proposal to EI Colorado to provide 8 statewide trainings on hearing screening for children undergoing an EI evaluation.</p>
<p>Communicate with the AUs regarding how any new system will work. Timely and seamless referrals to the AUs prior to the child's third birthday are critical, especially for advance planning for highly specialized educational, family and staff supports and training</p>	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update) Timelines are now at 2 years 3 months instead of 2 years 6 months for the transition process, and it is out of our scope of work to ensure AUs get information. That currently falls on the service coordinators.</p> <p>(August 2023 Update) No change from above. Families continue to start the process of transition from Part C to Part B services at 2 years, 3 months; that responsibility falls on the local early intervention program service coordinators. The CO-Hears support this process and share information with families as relevant to the district/community.</p>
<p>Early Intervention staff should ensure that parents have access to the full range of communication methodologies/options from which they can choose, and that all options are fully supported, recognizing that needs and priorities may change over time</p>	<p>In Progress (2022)</p>	<p>(August 2022 Update) **See note above... Colorado Home Intervention Program (CHIP) has and will continue to support family choice, and do their best to ensure families have the information they need to make the best decision. They continue to work closely with Early Intervention Colorado to streamline and simplify CHIP for families. CSDB has recently started our "soft" roll out of the Scope and Sequence for CHIP. This document outlines topics and information that we feel</p>

	In Progress (2023)	<p>is important to share with families during their EI journey, including language development, communication methodologies, and whole child development,</p> <p>(August 2023 Update) Colorado Home Intervention Program (CHIP) has and will continue to support family choice and does its best to ensure families have the information they need to make the best decision. We continue to work closely with Early Intervention Colorado to streamline and simplify CHIP for families. (See note above about conversations with EI Colorado and other state agencies.)</p>
Identify current successful strategies related to interventions for infants with visual impairments and determine whether any are applicable or relevant to the CHIP or Co-Hears model	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>(August 2023 Update) CSDB Outreach Programs, in collaboration with A Shared Vision and Anchor Center for Blind Children, has participated in several conversations with EI Colorado to evaluate models for service delivery, standardize reimbursement rates, and expand capacity for highly qualified professionals to serve families statewide.</p>

Findings and Recommendations on Resource Allocation and Per-Pupil Spending

Recommendation	Status	Summary Notes
CSDB should consider the reallocation of administrative positions in a manner that more effectively serves the instruction of CSDB students. The number of senior administrative positions appears excessive, and the resources committed to those position might be better utilized in Early Intervention and Outreach services. The	Completed (2022)	<p>(August 2022 Update)</p> <p>Three administrative positions have been re-allocated to support instruction. Positions added were a Math Specialist/Coach, Literacy Specialist/Coach, and IEP Coordinator. Additional administrative positions will continue to be analyzed to determine if re-allocation is needed.</p>

<p>restructuring of senior administrative staff could lead to substantial savings that could be more effectively utilized for staff or programs that more directly impact student achievement. Examples of areas that could benefit from supplemental resources include:</p> <ul style="list-style-type: none"> • Literacy Coaches; • Math coaches; • Braille-transcription staff; • Staff with in-depth knowledge of a range of modes or methodologies of communication; • In-dept data analysis and instructional planning staff; and • Qualified teaching and paraprofessional staff 		
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Findings and Recommendations on Oversight, Accountability, and Transparency

Recommendation	Status	Summary Notes
<p>Board members should receive hands-on, concrete training about their statutory responsibilities and how those play out in practice. The Colorado Association of School Boards (CASB) or other consultants (including their attorney) could provide that training with input from the board chair and the superintendent. As part of this process, board members may want to observe other school district board meetings and talk with other boards about their relationship with the superintendent and how their board functions</p>	<p>Completed (2022)</p>	<p>(August 2022 Update) Board of Trustees members are trained annual in the following areas: Open Meetings Law, CORA, and Board Best Practices. Other trainings such as CASB, are offered as needed.</p>

The board and superintendent should mutually develop a formal evaluation process with the help of a consultant with expertise in this area. Organizations such as CASB and Colorado Association of School Executives (CASE) could be useful resources. The new superintendent's goals and the measures and processes for judging her performance should be made public, including posted on the CSDB website. Consideration should be given to including feedback from staff, parents and the AU directors as part of the evaluation process	Completed (2022)	(August 2022 Update) The formal evaluation process was developed during the 2019-2020 school year and has been implemented in the subsequent years and thereafter.
The board, in collaboration with the superintendent, should identify and adopt an evaluation process for the board that provides data for continuous improvement, as well as a summative evaluation. Board Source (boardsource.org) is a very useful resource	Completed (2022)	(August 2022 Update) The formal evaluation process was developed during the 2019-2020 school year and has been implemented in the subsequent years and thereafter.
The board and the superintendent should mutually develop an annual meeting calendar with specific items assigned to each month as appropriate (e.g., midyear budget review in January; results of state testing in August; and report on the state accountability rating in December). The board chair and the superintendent should meet between board meetings to identify other agenda items for each meeting and to schedule work sessions as needed	Completed (2022)	(August 2022 Update) An annual year-long calendar is developed and shared with the Board at the annual retreat in August of each year.
The superintendent should identify specific academic performance, programmatic and operational goals for the school and work	In Progress (2022)	(August 2022 Update) Currently there is an Interim Superintendent, and it will be recommended this occur when the permanent person is hired.

degrees of detail. Examples of these reports could include, but are not limited to: Student-achievement outcomes (especially academic growth) Safety and security data; Employee staffing data, including longevity, turnover, authorized staffing levels, staff qualifications and compensations; and Financial and budgetary performance		
Provide training for the board on the measures and data from CMAS and the SPF so they are prepared to pose appropriate questions for the superintendent and their staff	Completed (2022)	(August 2022 Update) A representative from the CDE Accountability office provided training to the board on the School Performance Frameworks.
Presentation of state assessment results and the accountability rating should be a standing board-agenda item for the month when that information becomes available (typically in November). It may be useful for the board to schedule a work session to provide time to ask questions and deepen its understanding of the accountability framework	Completed (2022)	(August 2022 Update) State assessment results are typically shared at the September board meeting and the SPF is shared in October or November.
Instructional staff should review the growth scores and achievement levels for each student and use that data to inform instruction across the school and for individual students	Completed (2022)	(August 2022 Update) Instructional staff review assessment data after each assessment window. Assessment data is analyzed and shared in each student's IEP.
Colorado's 2019 Senate Bill 204, recently passed by the General Assembly, creates a grant program to fund and provide incentives to support local innovation in accountability. The CSDB should consider applying to be part of this program. If accepted, the school	Not Completed (2022) Not Completed (2023)	(August 2022 Update) To date this currently has not been explored. (August 2023 Update) This will be brought to the board for discussion in the 2023-24 SY.

<p>would receive funds to hire a technical expert/organization to help it design a system that is a good match for its needs and provide actionable data for improvement. CSDB could also design reporting and improvement-plan formats that are tailored to the school's and its stakeholders' needs that could be used in lieu of the state's formats. Even if CSDB does not participate in the grant program, it should explore partnering with a service provider (e.g., higher education or a qualified nonprofit) to design an accountability format that is meaningful for staff and stakeholders and provides useful and timely data for continuous improvement. Stakeholders should have a meaningful role in that process.</p>		
<p>Department leadership should explore opportunities currently available for indirect oversight of CSDB. For example, the state board/department could request that CSDB report on the operation and student outcomes of the school to the state board on an annual basis using a format and outline developed by the department. The department could use its ex-officio position on the board of trustees to provide more direct feedback on the work of the board and the school. The commissioner could also request the opportunity to review the school's performance with the board of trustees and the superintendent</p>	<p>In Progress (2022)</p> <p>Completed (2023)</p>	<p>(August 2022 Update) The ex-officio position currently attends board meetings to provide input to the board.</p> <p>(August 2023 Update) The ex-officio position attends board meetings to provide input to the board.</p>

