

The Colorado School for the Deaf and the Blind

Independent Program Review Recommendations

Progress Update August 2024

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"><li>1. Braille signage updated in School for the Blind and added in the Employability Center. Remaining buildings will be prioritized and updated.</li><li>2. Develop and provide Blind Accessibility/Awareness Training for all staff during the 2022-2023 SY, beginning in August 2022.</li><li>3. Auditory description process developed and implemented Spring 2022 and continues through 2022-2023 SY.</li><li>4. Revision of policy IHBE to include addressing students Learning Media Plans and their primary literacy mode.</li><li>5. The Blind Advisory and Deaf Advisory Committees collaborated to establish communication norms for our campus.</li></ol> <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>
	In Progress (2023)	<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>
	In Progress (2024)	<p>(August 2024 Update)</p>

		CSDB has put forth a budget request to meet the increasing needs in the School for the Blind to include additional FTE, as well as a funding request for a Capital Construction project to renovate West Hall to relocate the School for the Blind to meet increasing enrollment and programming and service needs.
CSDB should provide all students and their families who attend or are served by CSDB access to the full range of communication methodologies/options available to them in any public school in the state. All forms of access to language should be made available and supported by CSDB.	<div>In Progress (2022)</div> <div><div>(August 2022 Update)</div><div>CSDB’s mission is to provide access to instruction utilizing ASL and English. To meet this, CSDB recently revised its Policy IHBE to reflect a bi-lingual approach to educating students, which is where CSDB falls on the continuum of services. This was approved by the Board of Trustees for 1<sup>st</sup> reading in May and will go to the board at the first meeting of the 2022-2023 SY for 2<sup>nd</sup> reading and final approval.</div><div>The Little Language Learners toddler program was established and includes a bilingual approach that supports both ASL and English.</div><div>CSDB is piloting a newly developed bilingual preschool program for the 2022-2023 SY. The model of this program will include two teachers, one specific to ASL and one specific to listening and spoken language. This model will expand opportunities to ensure both languages are addressed. If this is successful, this will be looked at to be expanded to other age levels.</div><div>Additional literacy interventions were provided to identified students using listening and spoken language, if appropriate.</div><div>(August 2023 Update)</div><div>CSDB completed the first year of the pre-school bi-lingual/bi-modal program in the preschool which resulted in a significant increase in student enrollment in the preschool. CSDB had 8 students in the 2021-22 SY and 19 students in the 2022-23 SY.</div></div> <div>In Progress (2023)</div> <div>In Progress (2024)</div>	

		<p>(August 2024 Update)</p> <p>CSDB continues to focus on all communication needs within the bilingual program model.</p>
The board of trustees and the superintendent should mutually develop a formal evaluation process for the superintendent. The superintendent's goals and the measures and process for judging his/her performance should be easily accessible on the CSDB website.	Completed (2022)	The formal evaluation process was developed during the 2019-2020 school year and has been implemented in the subsequent years and thereafter.
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)	<p>(August 2022 Update)</p> <p>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>
<p>CSDB should engage in instructional-program improvement activities this fall in the following four areas:</p> <ul style="list-style-type: none"> <li>a. Recruitment and retention of qualified and experienced staff</li> <li>b. Use of accommodations and access strategies for all students</li> <li>c. Data-drive effective instruction</li> <li>d. Increasing partnerships with parents, organizations, and other community members.</li> </ul> <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)</p> <p>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</p>

		<p>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 are numerous partnerships we have developed, and a few examples include:</p> <ul style="list-style-type: none"> <li>• CSDB received a new Art Studio by partnering with the Leroy Neiman Family Foundation and the US Olympic and Paralympic Museum</li> <li>• 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.</li> <li>• 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.</li> <li>• CSDB partnered with the Colorado Center for the Blind (CCB) to provide mentorship opportunities for students.</li> <li>• CSDB is in the process of implementing a different communication system</li> <li>• 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.</li> <li>• 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.</li> </ul>
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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 plan should be communicated to school district special education directors and superintendents across the state.	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<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> <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</p>



	Completed (2024)	<p>Early Intervention Colorado to provide statewide training on hearing screening best practices to evaluation entities.</p> <p>(August 2024 Update) CSDB provided Otoacoustic Emissions (OAE) training, which included the “what, why, and how” for OAEs, to 7 evaluation entities over the past year. Staff continue to participate in Local Interagency Coordinating Meetings, and we will continue to offer support and trainings this next year. Additionally, we will work with partners at the Department of Early Childhood to educate them on early intervention vision impacts and considerations for when to include a Teacher of Students with Visual Impairments in the evaluation or as consult vs service.</p>
Early intervention staff must ensure that family trainings and support offerings are available outside the Pikes Peak Region.	In Progress (2022)	<p>(August 2022 Update) During COVID, all our events and services went virtual. Since services started back in person, Outreach has maintained virtual options for events and services. These services continue for our Shared Reading Project, Early Intervention supports, and events. Additionally, CSDB partnered with District 51 in Grand Junction to host an event for families who are Deaf/HH from birth-21 in May of 2022.</p>
	In Progress (2023)	<p>(August 2023 Update) This year, there were 4 in-person events held in each of 3 regions (Northern Colorado, Denver, and Pikes Peak), as well as one in-person event in Durango, CO. Also, there were 4 virtual events so families could attend from anywhere across the state.</p>
	Completed (2024)	<p>(August 2024 Update) This year, there were twelve early literacy events offered, either in person or virtually. There were 194 families that attended from the following regions: Denver Metro, Pikes Peak, North Central, Northwest, Northeast, Southwest, and West Central. We continued</p>



		Summers in the Parks offered in 3 regions from the end of May through the beginning of September. Additionally, there were two virtual parent education workshops that were virtual and open to families who have children who are DHH across the state.
Early Intervention staff should ensure that parents have access to a range of communication methodologies/options from which they can choose and that all options are fully supported.	In Progress (2022)	(August 2022 Update) 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 is important to share with families during their EI journey, including language development, communication methodologies, and whole child development.
	In Progress (2023)	(August 2023 Update) All events this year included both ASL and spoken English strategies and models. At least 90% of parents reported benefiting from and having access to both languages during our events. Our training for providers in April 2023 focused on literacy and gave strategies in both ASL and spoken English. Our Early Education teams have, and will continue to, review materials and resources to offer and share comprehensive information.
	In Progress (2024)	(August 2024 Update) This year, CHIP Coordinators updated our Welcome Folder and Welcome Bag to include resources related to options for families. In partnership with Early Intervention Colorado, and Colorado Early Hearing Detection and Intervention team, we pulled together a workgroup of 22 members, that included professionals in the field parents, and Deaf adults, to make recommendations for statewide systems, programming and areas that need more focus. Recommendations have been reviewed and will be shared publicly

		with invested partners. Additionally, CSDB continues to meet with EI Colorado staff to determine next steps in addressing the recommendations. Finally, the Colorado Home Intervention Program (CHIP) and the Colorado Hearing Resource Coordinators (CO-Hears) just finished an inclusive process for changing the name to be more inclusive. CHIP will now be the Colorado Home <i>Inclusion</i> Program for children who are Deaf and Hard of Hearing, and the CO-Hears will now be called CHIP Coordinators.
CSDB and the CDE, under the direction of the executive director of the ESSU, should jointly conduct a statewide outreach needs assessment and utilize the findings to develop a plan to meet those identified needs	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>(August 2022 Update)</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)</p> <p>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 &amp; 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>(August 2024 Update)</p>

		CDE and CSDB met 2 times since Jan 2024 and have discussed the next steps of a survey. With the new director of Outreach starting Sept, the detailed conversations will start this Fall. CSDB, CDE and RMDS also met last year and will continue to meet regularly in the 2024-2025 SY.
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.	Completed (2023)	<p>(August 2022 Update)</p> <p>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)</p> <p>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 continued collaborative meetings between CDE ESSU and CSDB Outreach Programs this 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. This resource will be continually updated to reflect any changes.</p> <p>(August 2024 Update)</p> <p>The “who to contact” list has recently been updated to reflect the changes in staff at CSDB, and is updated on websites. This document needs to continue to be updated.</p>
	Completed (2024)	

## Executive Summary Major Recommendations: Long-Term Action and State-Level Action

Recommendation	Progress	Summary Notes
The CSDB superintendent should form and develop separate D/HH and B/VI ongoing advisory councils composed of a wide variety of stakeholders (e.g. state agencies, parents, students, CSDB personnel, teachers, AU special education directors and advocacy group leaders – all of whom should be geographically balanced and include blind and deaf individuals) for the purpose of creating a form where difference philosophical and pedagogical views on how to educate these students could be shared/discussed with an opportunity to build consensus.	<p>Not Completed (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>(August 2022 Update)</p> <p>CSDB has developed two internal advisory committees, the Deaf Advisory Committee and the Blind Advisory Committee. Both Committees have been meeting since the Fall of 2019. The development of a Statewide Advisory Council that includes diverse representations is a priority for the 2022-2023 SY.</p> <p>(August 2023 Update)</p> <p>This year was spent identifying the descriptions of the membership of the advisory committee, roles, application and process for meetings, and an application to serve on the board. This will be ready for the permanent superintendent to begin once that individual is in place to begin the meetings.</p> <p>(August 2024 Update)</p> <p>Two task forces have been identified and members selected and began meeting in Fall 2024.</p>
CSDB should become nationally certified through the appropriate deaf and blind education national accreditation processes.	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>CSDB has investigated possible national accreditation options to include CIGNA, CEASD, and AER. Staff have attended trainings on AER and CEASD accreditation and will begin that process in the Fall of 2022. The process for accreditation is lengthy and is estimated to take approximately 18-24 months to become fully accredited.</p> <p>(August 2023 Update)</p> <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.</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 set up a booth for recruitment.</p>

	In Progress (2024)	<p>(August 2024 Update)</p> <p>CSDB attended two national college fairs in the Fall of 2023 and Spring of 2024 at Gallaudet University and RIT/NTID.</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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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 candidates for CSDB and other AUs across the state	In Progress (2022)  In Progress (2024)	(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.  (August 2024 Update) This continues to be an area that needs to be focused on. CSDB is currently exploring an option to a partnership with UCCS.
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 training courses 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	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>	<p>(August 2022 Update)</p> <p>This area will need additional support for teacher. Instructional coaches and administration in the school for the deaf completed 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> <p>(August 2024 Update)</p> <p>This continues to be an area of focus to ensure fidelity across programs with access to grade level academic standards.</p>
Develop a schoolwide implementation of DEAR program	In Progress (2022)	<p>(August 2022 Update)</p> <p>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>In Progress (2023)</p> <p>In Progress (2024)</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> <p>(August 2024 Update) There is dedicated time for the 2024-2025 school year for a school-wide DEAR Program.</p>
<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</p>	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>	<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 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> <p>(August 2024 Update) This continues to be an area of focus and collaboration is improving with districts.</p>
<p>Provide greater transparency and clarity about admissions criteria</p>	<p>In Progress (2022)</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</p>

	<p>In Progress (2023)</p> <p>In Progress (2024)</p>	<p>specific students as needed and the appropriateness of the CSDB programs.</p> <p>(August 2023 Update)</p> <p>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> <p>CSDB is currently reviewing the enrollment criteria policy with the Attorney General's office and will be updating the policy.</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)</p> <p>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 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</p>

	<p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>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> <p>CSDB is a bi-lingual school and through this pedagogy supports students in both ASL and English acquisition.</p>
Develop a system that provides “push in” support from related service providers. A highly collaborative teaching and learning 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 (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 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</p>

	<p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>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> <p>(August 2024 Update) Our related service providers continue to push in to collaborate with classroom teachers. SLP's join reading and literacy classes in the School for the Deaf to reinforce language and literacy. In the School for the Blind, service providers such as Occupational Therapists push into the classrooms to support sensory needs and provide consultation to teachers. Our SLP and ASL specialists have begun to co-treat to provide services for language development utilizing a bilingual model. The Mental Health team also pushes into the classrooms to support Social Emotional Learning.</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 were the school</p>

	Completed (2024)	<p>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> <p>The MTSS coordinator provided training to staff on the MTSS process, data collection and monitoring.</p>
Restructure the role of the instructional and curriculum director to focus on the supervision of school principals and ensure that evidence-based practices are in place in every classroom	Completed (2022)	<p>(August 2022 Update)</p> <p>The role of the Director of Curriculum, Instruction, and Assessment was revised in August of 2019 to include the supervision of the principals.</p>
Increase academic rigor and expectations for students, commensurate with other Colorado school districts and grade-level expectations for students based on CAS	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>	<p>(August 2022 Update)</p> <p>Staff was trained in the CDE Standards modules related to ensuring a strong understanding of the CDE standards. All unit and lesson plans are aligned to the CDE modules. All plans must also demonstrate the use of grade-level approved Tier I curriculum,</p> <p>(August 2023 Update) Principals developed a walkthrough form that targeted instructional practice, High leverage practices and tier one instruction. Teachers submitted curriculum maps, unit plans and/or lesson plan that included CAS. Additionally, teams began to work on scope and sequence and pacing guides for instruction. A small team of teachers piloted a lesson planning platform called Planboard/Chalk that we will be implementing school wide in K-12 programs.</p> <p>Teachers utilized the planboard/chalk program for lesson planning during the 2023-2024 school year to ensure lessons are tied to grade level CAS. Additional focus needs to be placed on instructional leadership from Principals to provide more spot observations to ensure accountability.</p>



Work with staff to increase the level of academic language used with students	In Progress (2022)  In Progress (2023)	(August 2022 Update) Training has been provided on bi-lingual instructional strategies that include the use of social language and academic language.  (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.
Provide professional development focused on the use of scaffolding and differentiated instruction based on grade-level expectations from CAS	Completed (2022)  Completed (2023)	(August 2022 Update) Training has been provided on the CAS.  (August 2023 Update) Additional training was provided in the 22-23 school year connecting special education high leverage practices and instruction

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

Recommendation	Status	Summary Notes
Recruit qualified teaching staff and retain qualified and experienced teaching staff <ul style="list-style-type: none"> <li>Explore and implement new partnerships to increase recruitment strategies</li> <li>Create and implement innovative and robust induction supports for unqualified teachers/staff.</li> </ul>	In Progress (2022)  In Progress (2023)	(August 2022 Update) Individualized professional development occurs to support staff in areas of need on Friday afternoons.  (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



<p>Mentorship and coaching supports should be systematic and aligned with best practices</p> <ul style="list-style-type: none"> <li>Examine and align program improvement goals and professional-development activities to focus on staff retention to support increased student results</li> </ul>	<p>Completed (2024)</p>	<p>end of the school year, a new handbook was created to address the program's gaps.</p> <p>(August 2024)</p> <p>The mentor/inductee program was renewed with CDE in January 2024.</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 braillist has created a course that teachers can access and use to support their practice with braille. The braillist 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, technical (such as math and science), textbook formats, tactile graphics and material for young children</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 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>
<p>Conduct a critical analysis of the teaching positions, related-services staff and paraprofessionals and then research/examine a variety of approaches to</p>	<p>Completed (2022)</p>	<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</p>

<p>hire and maintain qualified and experienced teachers to meet the instructional needs of students</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Increase collaboration among all teaching staff, related-services staff and paraprofessionals to increase effective instruction to all students</li> </ul>		<p>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>
<p>Increase reading and math instruction in the students' primary learning media throughout their school day and differentiate instruction for specific student needs with an emphasis on the instructional needs of students using and learning braille</p>	<p>In Progress (2022)</p>	<p>(August 2022 Update)</p> <p>New math and reading curriculum were purchased and has been produced in uncontracted and contracted braille to better accommodate the needs of the students in both the elementary and secondary programs. Math materials are presented in the braille code in which the child is most familiar and stated in their IEP (either UEB Math or Nemeth). All literacy materials are in Unified English Braille. All students who are ready to use refreshable braille displays now have access and are being</p>

	Completed (2023)	<p>taught how to use it in their classes and during assistive technology/braille pull outs.</p> <p>(August 2023 Update)</p> <p>All braille students were assessed using the Michigan Severity Scale to determine appropriate braille service time. We are adjusting students' braille service time to reflect the results.</p>
Decrease the use of oral instruction and increase instruction using braille and accessible print learning media for students with all ability levels	Completed (2022)	<p>(August 2022 Update)</p> <p>CSDB purchased additional braille displays. Students use these while navigating the internet, reading books online, taking assessments, and completing homework. Additional low vision devices were also purchased, inventoried, and distributed.</p> <p><i>Curriculum.</i></p>
Increase student engagement with braille and print reading, as well as math strategies and activities	In Progress (2022)	<p>(August 2022 Update)</p> <p>New literacy and math curriculum was purchased and adapted. Our vision statement emphasizes literacy modes: <i>Through differentiation, collaboration, and putting kids first, every student in the school for the blind will demonstrate confidence in their literacy mode across all areas of the Expanded Core</i></p> <p>(August 2023 Update)</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.
	In Progress (2024)	As student enrollment increases, this is becoming more challenging. CSDB has submitted a budget request
Evaluate the roles and responsibilities of paraprofessionals in assisting with specially designed instruction, student independence and meaningful engagement	In Progress (2022)	(August 2022 Update) Paraprofessionals meet regularly to discuss their roles and responsibilities.
	In Progress (2023)	(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.
	Completed (2024)	(August 2024) A paraprofessional handbook was developed and is utilized with paraprofessionals.
Consider a systematic process for training and managing the work of the paraprofessionals with ongoing support	In Progress (2022)	(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

	<p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>Use the Laminator, UEB Online Braille Lessons, Modules on Autism, Understanding Behavior Plans, etc.</p> <p>(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> <p>(August 2024 Update) A paraprofessional handbook was developed and on-going meetings specifically for paraprofessionals were held.</p>
Evaluate the service-delivery design with related-service personnel and consider a highly collaborative model, which supports students in the authentic learning environment with increased differentiated instruction	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>(August 2022 Update) Staff have collaborated to determine when it's more appropriate to provide push in versus pull out services. We've also considered when students work better alone or with peers. These are ongoing conversations and may change throughout the year depending on what the data is telling us.</p> <p>(August 2023 Update) These conversations continue to happen between student service providers, classroom teachers and their supervisors. Small braille groups were scheduled as classes this year to ensure our youngest students are receiving daily braille instruction in addition to literacy class.</p> <p>(August 2024 Update) The school for the blind is a highly collaborative model and consistently has student study team meetings to discuss student progress, identify areas of concern, and develop strategies and a plan of action.</p>
Increase the use of literacy and numeracy materials, tools, and technology in the students' primary learning media throughout the school day, with a focus on the needs of students who are using and learning braille	Completed (2022)	<p>(August 2022 Update) New literacy and math curriculum was purchased and adapted. Our vision statement emphasizes literacy modes.</p>

<p>Decrease the emphasis on oral instruction and increase access through braille and print instruction</p> <ul style="list-style-type: none"> <li>• Increase access to instruction using braille and tactile materials</li> <li>• Increase access to print materials, tools and technology to provide increased student access, participation and independence in classroom instruction, especially braille technology, and to support written communication between sighted and braille users</li> </ul>	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</p>	<p>(August 2022 Update) See above responses</p> <p>(August 2023 Update) All braille students were assessed using the Michigan Severity Scale to determine appropriate braille service time. We are in the process of adjusting students' braille service time to reflect the results. We are incorporating more braille displays in the classroom so that in addition to braille curriculum students are also experiencing daily braille with the help of assistive technology. The Certified Assistive Technology Teacher is pushing into classrooms to support teachers with AT instruction. Nancy provided several assistive technology trainings during our Professional Collaboration Time.</p> <p>There has been a significant shift in the amount and intensity of braille instruction and this will be continued to be monitored on a regular basis.</p>
<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"> <li>• Discern the needs of students with all ability levels. Provide modified curriculum materials in braille and print</li> </ul>	<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</p>





	<p>In Progress (2023)</p> <p>In Progress (2024)</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> <p>Staff continue to be provided with time for off-campus observations.</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>
<p>Examine curricula at all grade levels and areas, such as literacy, numeracy, science and social studies to ensure appropriate curricula is in place</p> <ul style="list-style-type: none"> <li>Partner with a typical school district for professional-development activities in curriculum development. Include professional development in grade-level teaching and learning strategies</li> <li>Include parents and other stakeholders in the curriculum review process</li> </ul>	<p>In Progress (2022)</p> <p>Completed (2024)</p>	<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. 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 2024 Update) The curriculum review cycle continues to be followed and curriculum are reviewed at a minimum every 5 years.</p>

## 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	In Progress (2022)	<p>(August 2022 Update)</p> <p>CSDB has working relationship with the following:</p> <ul style="list-style-type: none"> <li>• Independence Center in Colorado Springs</li> <li>• Colorado Center for the Blind in Denver</li> <li>• Deaf Overcoming Violence through Empowerment (DOVE)</li> <li>• Pikes Peak Humane Society</li> </ul>
	Completed (2023)	<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"> <li>• Independence Center in Colorado Springs</li> <li>• Colorado Center for the Blind in Denver</li> <li>• Deaf Overcoming Violence through Empowerment (DOVE)</li> <li>• Pikes Peak Humane Society</li> <li>• Department of Vocational Rehabilitation (DVR)</li> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• Our Bridges to Life Program provided several workshops that focus on the 8 areas of complete.</li> </ul>
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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 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	<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 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.</p>
Develop a partnership with the Independence Center in order to better utilize its resources for assisting with transition activities such as employment	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

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		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 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	Completed (2022)	(August 2022 Update) Our CSDB Guidance Counselor contacts all graduates one year after exiting CSDB and conducts the State 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	In Progress (2022)	(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.
	In Progress (2023)	(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.
	In Progress (2024)	CSDB had an interim BtL coordinator in 2023-2024, so this was not completed. This will be a priority for 2024-2025.

#### Findings and Recommendations on Student Academic Outcomes

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

importantly, are instructed on the appropriate standards		<p>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>In Progress (2024)</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> <p>(August 2024 Update)</p> <p>The Director of Curriculum, Instruction, and Assessment along with the Principals reviewed data in small teams are utilizing this to inform instruction.</p>

Have staff calibrate/align the student portfolios with growth on the state-assessment program to enhance the utility of the portfolio data to inform instruction and provide feedback to students and parents about student progress/growth	Not Started (2022)  In Progress (2023)	(August 2022 Update)  (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.
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

	Completed (2023)	<p>hired additional coaches and interventionist to provide coaching support for teachers, and interventions for students.</p> <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>In progress (2024)</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> <p>(August 2024 Update)</p> <p>Student growth goals are set in the Fall and monitored throughout the school year. This continues to be an area of focus.</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		<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>





## Findings and Recommendations on Outreach Program

Recommendation	Status	Summary Notes
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	In Progress (2024)	<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> <p>CSDB and CDE continue to meet and collaborate. We are currently working jointly to develop a presentation for the Fall Statewide Directors conference related to LRE and Deaf students to present collaboratively.</p>
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<p>assessment. Distinguish needs and services for students who are D/HH from those who are B/VI. Include increasing capacity through collaboration with agencies and AUs, identifying current strategies/models that are working, and developing additional collaboration models, such as a regional model. Include program components such as consultation, student evaluations, direct services, and technical assistance. Consider new partners, such as higher education, to achieve licensure/certification in areas of critical shortage, as well as capacity building to meet student needs</p> <ul style="list-style-type: none"> <li>• Communicate an organized and accessible menu of Outreach Program supports and proactively share resource information with AU Special Education Directors, including annual presentations at the state directors' meetings</li> </ul>		<p>information learned and action steps to be taken will be shared with AUs via statewide newsletters and conferences.</p> <p>(August 2024)</p> <p>The “who to contact” list has recently been updated to reflect the changes in staff at CSDB, and is updated on websites. CDE and CSDB met 2 times since Jan 2024 and have discussed the next steps of a survey. With the new director of Outreach starting Sept, the detailed conversations will start this Fall. Additionally, the Core Vision Team is developing a one page document with Outreach services and programs to share with invested partners.</p>
<p>Staff</p> <ul style="list-style-type: none"> <li>• Ensure that CSDB’s Outreach staffers are qualified to provide a full range of communication supports for students and families including: <ul style="list-style-type: none"> <li>○ Students who are D/HH (e.g., listening and spoken language, ASL, and cued speech). This includes effective communication with families regarding the language for instruction and tools needed for the students</li> </ul> </li> </ul>	<p>In Progress (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>All Outreach providers are highly qualified to offer full support of families’ and students’ communication modes (D/HH) and learning and literacy media (B/VI). Performance plan goals and professional development opportunities are designed to maintain and further staff capacity in these areas.</p> <p>(August 2023 Update)</p> <p>Please see above. Outreach staff continue to be highly qualified and participate in/present at a variety of internal and external professional development opportunities.</p>

<p>to have full access to instruction</p> <ul style="list-style-type: none"> <li>○ Students who are B/VI and need braille, and from whom appropriate braille-literacy supports are critical</li> <li>• 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</li> </ul>		<p>(August 2024)</p> <p>No update - Outreach staff continue to participate in and be present at various professional development opportunities, internally and externally.</p>
<p>Program Monitoring and Evaluation</p> <ul style="list-style-type: none"> <li>• Conduct ongoing monitoring of implementation of services and seek feedback on the effectiveness of services</li> <li>• Conduct a yearly program evaluation of the various Outreach Program components. This should include but</li> </ul>	<p>Completed (2022)</p>	<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> <p>(August 2024)</p> <p>With the Director of Outreach as Interim this past year, this has not been completed. However, Outreach Programs have established a Core Vision Team, and part of the goal this year is to develop a statewide survey for all programs under Outreach.</p>
Collaborate with the CDE and any other appropriate agencies to review identified	Not Completed (2022)	(August 2022 Update)



needs and develop the short- and long-term plans to reach all interested parents/caregivers	In Progress (2024)	<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> <p>(August 2024)</p> <p>With the Director of Outreach as Interim this past year, this has not been completed. However, Outreach Programs have established a Core Vision Team, and part of the goal this year is to develop a statewide survey for all programs under Outreach.</p>
Increase the effectiveness of communication tools to inform parents/families of this resource	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>	<p>(August 2022 Update)</p> <p>CSDB developed and distributed a Scope and Sequence to guide providers on topics and information to share with parents during early intervention, which includes language development, and communication opportunities.</p> <p>(August 2023 Update)</p> <p>CSDB continues to train and encourage providers to use the Scope and Sequence. We are also in the process of updating and revising the manual that is sent to families prior to starting early intervention services.</p> <p>(August 2024)</p>



		<p>In partnership with Early Intervention Colorado, and Colorado Early Hearing Detection and Intervention team, we pulled together a workgroup of 22 members, that included professionals in the field parents, and Deaf adults, to make recommendations for statewide systems, programming and areas that need more focus. Recommendations have been reviewed and will be shared publicly with invested partners. Additionally, CSDB continues to meet with EI Colorado staff to determine next steps in addressing the recommendations. Finally, the Colorado Home Intervention Program (CHIP) and the Colorado Hearing Resource Coordinators (CO-Hears) just finished an inclusive process for changing the name to be more inclusive. CHIP will now be the Colorado Home <i>Inclusion</i> Program for children who are Deaf and Hard of Hearing, and the CO-Hears will now be called CHIP Coordinators.</p>
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>In Progress (2024)</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> <p>(August 2024)</p> <p>One of our new positions, the Early Education ASL Lead has started conversations with multiple local early intervention programs to offer ASL as a service on the IFSP. This will decrease</p>

		the number of families participating in CSRP until 3 years old, however, as we communicate the benefit of early language, including early visual access with ASL, the desire for parents across the state to participate in CSRP or have ASL on the IFSP is a demand we can not keep up with.
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 that 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>(August 2023 Update)</p> <p>We continue to work with multiple agencies across the state, so families have access to a variety of ample resources and opportunities. We have had intentional conversations with the Marion Downs Center and will be collaborating on a variety of</p>

		opportunities this year (Family Days, ASL Classes for their staff and families, etc.).
Early Intervention staff must ensure that family trainings and support offerings are available outside of the Pikes Peak Region	In Progress (2022)	(August 2022 Update) **See note above about trainings and supports outside pikes peak
	In Progress (2023)	(August 2023 Update) This year, there were 4 in-person events in each of 3 regions (Northern Colorado, Denver, and Pikes Peak), as well as one in-person event in Durango, CO. Also, there were 4 virtual events so families could attend from anywhere across the state.
	In Progress (2024)	(August 2024) This year, there were twelve early literacy events offered, either in person or virtually. There were 194 families that attended from the following regions: Denver Metro, Pikes Peak, North Central, Northwest, Northeast, Southwest, and West Central. We continued Summers in the Parks offered in 3 regions from the end of May through the beginning of September. Additionally, there were two virtual parent education workshops that were virtual and open to families who have children who are DHH across the state.
Revise communication about the Early Intervention Program to make it accurate, consistent and easily accessible to parents and other stakeholders	In Progress (2022)	(August 2022 Update) CSDB continues to have conversations with EI Colorado, EHDI, and stakeholders around how to make the program better, easier to understand, and seamless for parents.
	In Progress (2023)	(August 2023 Update) CSDB is involved in facilitated meetings with the Department of Early Childhood (Early Intervention (EI) Colorado), Colorado Department of Public Health and Environment (Newborn Hearing Screening Program), and the Department of Human Services (Early Hearing Detection and Intervention (EHDI)), with the

	In Progress (2024)	<p>hopeful outcome of either an MOU or interagency agreement around clear roles and responsibilities for each agency. We also continue to have conversations with EI Colorado regarding early intervention programming, the best placement for providers, and seamless entry into early intervention for families.</p> <p>T(August 2024) Conversations between the 3 state agencies continues related to systems, data sharing, and seamlessness for families. In partnership with Early Intervention Colorado, and Colorado Early Hearing Detection and Intervention team, we pulled together a workgroup of 22 members, that included professionals in the field parents, and Deaf adults, to make recommendations for statewide systems, programming and areas that need more focus. Recommendations have been reviewed and will be shared publicly with invested partners. Additionally, CSDB continues to meet with EI Colorado staff to determine next steps in addressing the recommendations.</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>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>

	Completed (2024)	<p>(August 2024 Update)</p> <p>CSDB provided Otoacoustic Emissions (OAE) training, which included the “what, why, and how” for OAEs, to 7 evaluation entities over the past year. Staff continue to participate in Local Interagency Coordinating Meetings, and we will continue to offer support and trainings this next year. Additionally, we will work with partners at the Department of Early Childhood to educate them on early intervention vision impacts and considerations for when to include a Teacher of Students with Visual Impairments in the evaluation or as consult vs service.</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>In Progress (2022)</p> <p>In Progress (2023)</p> <p>Completed (2024)</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)</p> <p>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>(August 2024)</p> <p>No change, no updates</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	In Progress (2022)	<p>(August 2022 Update)</p> <p>**See note above...</p> <p>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</p>

	In Progress (2023)	<p>CHIP. This document outlines topics and information that we feel 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>
	In Progress (2024)	<p>(August 2024) In partnership with Early Intervention Colorado, and Colorado Early Hearing Detection and Intervention team, we pulled together a workgroup of 22 members, that included professionals in the field parents, and Deaf adults, to make recommendations for statewide systems, programming and areas that need more focus. Recommendations have been reviewed and will be shared publicly with invested partners. Additionally, CSDB continues to meet with EI Colorado staff to determine next steps in addressing the recommendations.</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>



	In Progress (2024)	(August 2024) A joint proposal was submitted to El Colorado staff early Fall 2023, and there has been no updates since then.
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### Findings and Recommendations on Resource Allocation and Per-Pupil Spending

Recommendation	Status	Summary Notes
<p>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 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"> <li>• Literacy Coaches;</li> <li>• Math coaches;</li> <li>• Braille-transcription staff;</li> <li>• Staff with in-depth knowledge of a range of modes or methodologies of communication;</li> <li>• In-dept data analysis and instructional planning staff; and</li> </ul>	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>

<ul style="list-style-type: none"> <li>• Qualified teaching and paraprofessional staff</li> </ul>		
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### Findings and Recommendations on Oversight, Accountability, and Transparency

Recommendation	Status	Summary Notes
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	Completed (2022)	(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.
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	Completed (2022)	(August 2022 Update)

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		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 with the staff to identify appropriate measures and baseline data in order to measure progress. The board should receive regular reports on progress toward goals as part of its annual calendar based on systematic data, rather than anecdotal information	In Progress (2022)  In Progress (2023)  Completed (2024)	(August 2022 Update) Currently there is an Interim Superintendent, and it will be recommended this occur when the permanent person is hired.  (August 2023 Update) Academic performance goals are set in alignment with the schools Unified Improvement Plan. Please see attached document for student achievement data for the 2022-23 SY.  Academic performance goals are developed each fall through the Unified Improvement plan.
The process by which prospective board members apply and are selected for approval by the governor and Senate should be made more transparent (e.g., posted on the website and available in hard copy) for both	Completed (2022)	(August 2022 Update) There is a section on the website with a link to the Board of Trustee applications.

the public and potential applicants. The governor's office should make achieving a geographic balance on the board and adding additional representation from the deaf and blind community critical criteria in future appointments. The CDE could serve a recruiting and vetting function (perhaps with input of an advisory group made of members from the deaf and blind community) that would made recommendations to the governor. The superintendent should not be involved – formally or informally – in the selection of board members.		
The board should consider adopting a policy governance model where it identifies specific outcomes for relevant parts of CSDB outcomes and operations. The policy governance model would be a good fit with the type I organization structure since board members could identify specific data points from CSDB operations to be reported to the board on a periodic basis with varying 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	<p>Not Completed (2022)</p> <p>In Progress (2023)</p> <p>In Progress (2024)</p>	<p>(August 2022 Update)</p> <p>There is currently no policy related to this. However, the Board of Trustees receives monthly updates on various topics that address student outcomes to include Strategic Plan, Unified Improvement Plan, Accreditation, and other reports.</p> <p>(August 2023 Update) The board continues to receive the information similar to 2022.</p> <p>(August 2024 Update) Regular reports are shared with the board related to progress o the Strategic Plan. In addition, the superintendent has clearly developed goals in which progress is being monitored.</p>
Provide training for the board on the measures and data from CMAS and the SPF	Completed (2022)	(August 2022 Update)

so they are prepared to pose appropriate questions for the superintendent and their staff		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 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	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.

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.		
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>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>
Staff from the department and the governor's office should jointly review the application and approval process for appointment to the board and modify it to broaden the geographic representation of the board and add more blind and deaf individuals to the board. The application and vetting process should be publicly available and incorporate public review and comment with a meaningful role for parents in the process	<p>Not Completed (2022)</p> <p>In Progress (2023)</p>	<p>(August 2022 Update)</p> <p>The requirements of Board of Trustees members are determined by statute. To change this the geographic location to more deaf or blind individuals, statute would need to be amended. Currently the application and vetting process is solely out of the Governor's office.</p> <p>The CSDB board had 3 vacancies at the end of the 2022-23 SY. CSDB worked closely with the Boards and Commissions department to fill those vacancies and has established a good working relationship. The Boards and Commissions visited CSDB and engaged in a tour and information session to learn more</p>

	In Progress (2024)	<p>about CSDB. They also brought one of the prospective board candidates to CSDB before appointing them. The statute and policy around the make-up of the board seats has not been reviewed to date.</p> <p>(August 2024 Update) The board is currently fulfilling existing statutory requirements. The board was focused on the Superintendent search process in 2023-2024. This can be discussed this school year.</p>
Department leadership, in conjunction with their attorney and representatives for the governor's office, should explore legislative changes that would provide more-direct supervision and oversight of the operation of CSDB by the department and/or work with the board to set up such a process in board policy (e.g., a periodic review of the operations and outcomes of the school by a CDE-appointed group and/or a national accreditation organization.	<p>In Progress (2022)</p> <p>In Progress (2023)</p> <p>In progress (2024)</p>	<p>(August 2022 Update) CSDB will be seeking national accreditation through CEASD and AER beginning in the Fall of 2022.</p> <p>(August 2023 Update) CSDB has completed the application process and will begin the self-study.</p> <p>(August 2024 Update) CSDB is currently engaged in the self-study process for national CEASD and AER accreditation.</p>
Increase the effectiveness and functionality of the CSDB website through multiple improvements	Completed (2022)	Based on recommendations for an improved website, CSDB migrate the website to the Colorado Statewide Internet Portal Authority (COSIPA), which is the platform for many state agencies. COSIPA provides approved templates as CSDB builds webpages and navigation.