



All GSD students will graduate with a positive Deaf identity as bilinguals in American Sign Language and English, and will be prepared to make successful life choices.

July 10, 2015

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1985 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school’s designation status under Georgia’s ESEA Flexibility Waiver.

Under Georgia’s ESEA Flexibility Waiver Amendment; certain Title I schools are designated as Reward, Priority or Focus. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

Due to the small number of students in each department, many of the categories included in the CCRPI report are unable to be scored due to “Too Few Students”. This can cause some inconsistencies in our scores. The 2012, 2013, and 2014 scores are provided in the chart below. You can always view these scores online at www.gadoe.org/CCRPI/Pages/default.aspx.

CCRPI Scores	2012	2013	2014
Elementary School	NA	NA	NA
Middle School	27.7	38.2	35.9
High School	34.4	NA	NA

Despite the progress made by our students, Georgia School for the Deaf has been designated as a Priority School under Georgia’s ESEA Flexibility Waiver Amendment for the 2015-2016 school year. A Priority School receives its designation in one of two ways: 1) It is in the lowest performing 5 percent of Title I schools in the state based on student test scores, and there has been a lack of growth in these test scores over a number of consecutive years, or 2) It is a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of consecutive years.

During the 2013-2014 school year, 64 students were assessed using a combination of CRCT and CRCT-M in grades 3-8. The percentage of students who met or exceeded are provided in the chart below with the total number of students who took the test.

CRCT	Percent Meets or Exceeds	Average	N (number of students)
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	Grade							
	3 rd	4 th	5 th	6 th	7 th	8 th		
Reading	0	33	50	50	40	50	42%	19
Reading-M	0	NA	25	0	0	0	8%	13
Math	0	33	50	67	20	13	27%	22
Math-M	100	NA	50	NA	25	0	40%	10

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High school students who take the End of Course Tests have similar struggles with meeting expectations. During the school year 2013-2014, 4 ELA & Math EOCT's were administered. The percentage of students who met or exceeded are provided in the chart below with the total number of students who took the test.

EOCT	Percent Meets or Exceeds	N (number of students)
9 th Lit.	45	11
American Lit.	50	10
Algebra	0	11
Geometry	0	7

15 students in grades 3-8 and 11th were assessed with the Georgia Alternate Assessment (portfolio based assessment). The percentage of students who met or exceeded are provided in the chart below with the total number of students who took the test.

GAA			
	Reading/ELA	Math	N (number of students)
ES	100	100	5
MS	36	58	7
HS	100	100	3

In reviewing the data, it is clear that many GSD students struggle with reading and/or math. Data reviewed included Criteria Referenced Competency Test (CRCT), Criteria Referenced Competency Test-Modified (CRCT-M), Georgia Alternate Assessment (GAA) and End of Course Tests (EOCT).

As a Priority School, we will work together with parents/guardians, our community and the State Schools team to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

Interventions include:

- Response to Intervention (RTI)
- Positive Behavior Intervention and Support (PBIS)
- Flexible Learning Plan (FLP)
- Integrated Technology Use
- Parent Involvement
- Development of a strong bilingual program

Leslie D. Jackson, Superintendent



elissa J. Williams, Assistant Principal

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An important part of student success at the Georgia School for the Deaf is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team, or have questions about how you can better help your child in school, please contact me, Leslie Jackson, Superintendent, at 706-777-2202 or lejackson@doe.k12.ga.us.

Thank you for all that you do to support your child's education.

Sincerely,

Leslie Jackson
Superintendent