

# Phoenix Day School for the Deaf Fall 2019 Profile



Unlock Your Potential

## Principal Courtney Fritz

Arizona State Schools for the Deaf and the Blind  
Superintendent Annette Reichman



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# We Believe in Who We Are

## About Us

### Introduction

The Phoenix Day School for the Deaf profile provides a broad overview of the school, its programming and student-level data, thus providing insight into student academic performance levels for the 2018-2019 school year. The primary goal of this document is to make data readily available to stakeholders, parents and the community, in order to make more informed decisions as they endeavor to improve student learning. The secondary purpose is to meet AdvancED's (a nationally recognized education agency accreditation organization) standards for data-driven decision making (Standards 2.5 and 2.6).



Standard 2.5: The organization gathers, analyzes, and uses formative and summative data to improve learning and the delivery of programs and services as evidenced by:

- Staff analyzing data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of programs and services and increased achievement and success for individual and collective groups of learners.
- All staff consistently use data to improve program and service delivery, modify instruction, and improve student learning experiences.

Standard 2.6: The organization implements a process to continuously assess programs, services, and organizational conditions to improve organizational effectiveness as evidenced by:

- The organization implementing a formal, documented evaluation process that includes contextually-based research and an ongoing systematic analysis of comparing data related to program delivery, services, and organizational effectiveness.
- The organization consistently using results from the evaluation process to make informed decisions and improve and refine programs and services.

**Information collection sources include outcome, demographic, perception and program data:**

- Outcome Data: Describes how a group or individual is achieving; can measure effectiveness and is measurable and quantifiable.
- Demographic Data: Provides profile information and identity factors.
- Perception Data: Describes beliefs, attitudes, and assumptions.
- Program Data: Provides information about programs, processes, curriculum, instructional strategies, and assessments.

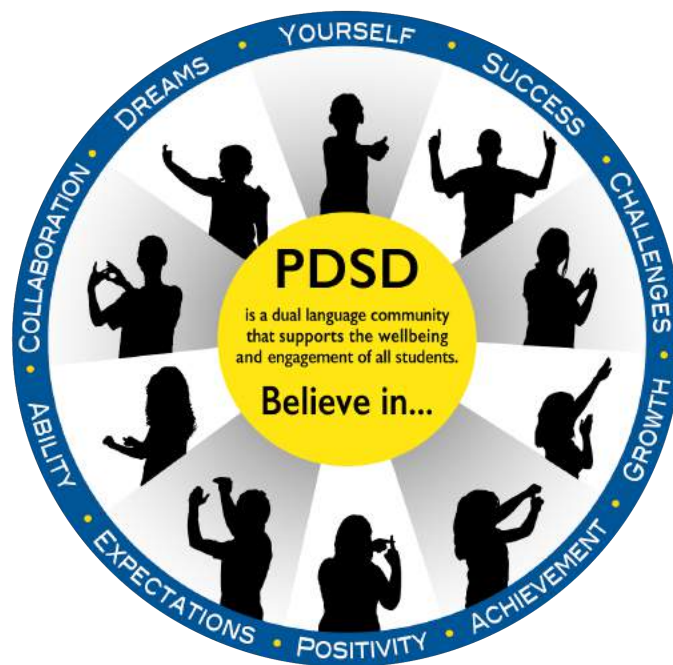
## Overview

The Phoenix Day School for the Deaf (PDSB) is a campus located in Phoenix that is a division of the Arizona State Schools for the Deaf and the Blind. PDSB has been providing quality educational programming for over 50 years for children who are Deaf or hard of hearing within the metropolitan Phoenix area. PDSB was established in 1967 because parents wanted their children to go to a school closer to home. PDSB started with 26 elementary students and 5 teachers. The high school department was established in 1979 with the first graduating class in 1983. Today, PDSB has over 300 students in attendance from preschool through high school and 135 faculty. PDSB has been fully accredited by the North Central Association since 1982.

PDSB offers a variety of programming.

**Programs:** Preschool, Elementary, Middle School, High School, Career and Technical Education, Life Skills Program, Specials (Electives-Fine Arts, Physical Education, Technology, CTE Action Lab), and PLUS (ASL, Sustainable Living, Personal Development, Career and Life Discovery, Language Arts and Math Labs).

**Services:** Language and Communication (ASL and Speech Therapy), Auditory Training, Audiology, Counseling, Nursing, Media, OT/PT, Library, ASL community classes, and several after-school extracurricular activities



Shared Purpose

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## PDSD Operating Principles

**We, the Phoenix Day School for the Deaf community, promise to cultivate an environment that ...**

Honors the *well-being* of its students, families, staff and community members by:

- Instilling a sense of pride, unity and appreciation of Deaf culture
- Providing a safe, clean and well-structured environment
- Respecting quality relationships that are healthy and positive
- Nurturing the unique journey of each Deaf and hard-of-hearing child
- Committing to dual language development in ASL and English
- Celebrating accomplishments of individual and group goals

Promotes academic *engagement* of its students, families, staff and community members by:

- Cultivating purposeful community involvement
- Valuing strong family partnerships and cultural diversity
- Communicating in a respectful, constructive and open manner
- Focusing on intentional and consistent development
- Achieving academic excellence through active participation
- Implementing creative and differentiated instruction
- Maintaining a growth mindset wherein skills and abilities of all are developed

*Believes* in success of its students, families, staff and community members by:

- Upholding high expectations
- Fostering independence
- Applying learned skills
- Empowering all stakeholders to be accountable
- Inspiring confidence for lifelong learning
- Preparing college- and career-ready graduates

## 2018-2019 ~ Notable Initiatives, Recognitions and Accomplishments

### Academic Achievements

- Two high school students participated in the state HOSA - Future Health Professionals conference, receiving awards in the areas of Home Health Aide, Personal Care, and Speaking Skills.
- Three students were sent to the Arizona Department of Education Transition Conference and Director's Institute to perform the National Anthem.
- Toni Cascioli, HS Science Teacher, was the recipient of the National Science Teacher Association (NSTA) Maitland P. Simmons Memorial Award for New Teachers.
- Stephanie Voss, PDS preschool teacher, selected as 99.9 KEZ Excellence in Education winner.
- Battle of the Books Blue team made it to Nationals in Washington, D.C. at Gallaudet University.
- High School Academic Bowl team traveled and won 1st place at New Mexico School for the Deaf and Blind.
- Host to the Western Regional Academic Bowl competition with 20 deaf and hard of hearing schools in attendance.
- Three high school students participated in the statewide Optimist Club competition. PDS students won 2nd and 3rd place.
- Middle School Math Club competed against other students in a math competition at Rochester Institute of Technology (RIT) in New York.

### Program Additions/Continuations

- Implemented the Love and Logic positive behavior program.
- Implemented a new English Language Arts Curriculum, K-12, National Geographic.
- Implemented the PLUS component to K-12 student programming. Students attend enrichment and reteach classes one day a week in the following areas: Personal Development, Career and Life Discovery, Sustainable Living, American Sign Language and Language Arts Lab. While the students attend these classes, core teachers have time for professional development, data digs and collaborative instructional planning.
- Purchased 20 Aver interactive flat panel boards for classroom instruction.
- Continuation of our partnership with EdOptions for online learning opportunities for high school students.
- Continuation of our partnership with Metro Tech and Moon Valley High School.
- Continuation of the Comprehensive Support and Improvement (CSI) Core Team, and implementation of a Math team, and American Sign Language team in order to select new curriculum.
- Recipient of a grant from ADE to support our CSI efforts.
- Hosted Title I summer school during the month of June for qualifying students preschool - 5th grade.

## Community Relations

- Hosted a Family of Color Advocacy parent group in collaboration with Gallaudet University with nine families from the hispanic community.
- Hosted Deafopia in October with 1,000 attendees (Record for PDSO!)
- Hosted Screenagers documentary event for parents.
- Sent two teams of educators to visit the Ron Clark Academy in Atlanta, GA.
- High school students helped pack food boxes at Saint Mary's Food Bank.
- Arizona Cardinals football player, Derrick Coleman, visited PDSO.
- Hosted College and Career Fair in collaboration with Vocational Rehabilitation.
- Painted recess games as part of a campus beautification project in collaboration with the Arizona Department of Public Safety leadership cohort.
- 3rd-5th grade students learned Taiko Drumming during a 5 week unit.

## Sports and Extracurricular

- Four students flew to Washington, D.C. to participate in the Close Up organization event with other deaf and hearing schools.
- Awarded Girls Roadrunner Classic Champions (New Mexico School for the Deaf).
- Awarded Girls Western States Basketball Classic Champions (Washington School for the Deaf).
- Two basketball players were selected to travel to Indiana for the USADB All-Star Game.
- Received a donation of the Body Master Weight Equipment for our weight room from Mr. Pelletier.
- Sent students to attend Camp Leap transition camp.
- Spring play "Zombie Apocalypse".
- Athletic Director, Jeff Ploederl, was named Men's Assistant Coach for the 2019 USA Deaf Basketball National Team.



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# We Believe in Growth

## Continuous School Improvement

### School Improvement Plan

**Goal:** Create a system to adopt, systematically monitor, review and evaluate a curriculum which includes aligned assessments.

**Strategy:** Provide professional development and support for the implementation of the National Geographic English Language Arts curriculum.

**Responsibility:** ELA teachers, Assistant Principal of Curriculum and Instruction, Principal

**Completion Date:** May 2019

**Evidence:** PD Schedule and Plus Day Agendas

**Strategy:** Provide professional development and support for the implementation of the Love and Logic behavior program. .

**Responsibility:** All Staff, Counseling/Behavior Team, Assistant Principal of Student Support Services

**Completion Date:** May 2019

**Evidence:** PD Schedule and Plus Day Agendas

**Strategy:** Create a CSI Math Team that will participate in the process to review and select a new Math curriculum for K-12th grade.

**Responsibility:** CSI Math Team and Assistant Principal of Curriculum and Instruction, Principal

**Completion Date:** May 2019

**Evidence:** Selection and purchase of curriculum

**Strategy:** Create a CSI ASL Team that will participate in the process to review ASL resources and programs, as well as to design a more comprehensive approach to ASL instruction.

**Responsibility:** CSI ASL Team and Assistant Principal of Student Support Services

**Completion Date:** May 2019

**Evidence:** Selection and purchase of materials/program, Program Design

**Strategy:** Create a CSI Speech and Language Team that will participate in the process to review SLP resources and programs, as well as to design a more comprehensive approach to SLP services.

**Responsibility:** CSI Speech and Language Team and Related Services Team Leader

**Completion Date:** May 2019

**Evidence:** Selection and purchase of materials/program, Program Design



**Goal:** Create a multi-tiered system of supports (academics and behavior) which will assist a more efficient allocation of resources (e.g., time, staff, and materials) which will increase student achievement.

**Strategy:** Implement Plus Days for K-12.

**Responsibility:** K-12 Teachers, Teacher Leaders, PDS Administrator

**Completion Date:** May 2019

**Evidence:** Plus Day Schedule, Agendas, Team Summaries

**Strategy:** Implement flexible groupings for ELA instruction, K-12.

**Responsibility:** K-12 Teachers, Teacher Leaders, PDS Administrator

**Completion Date:** May 2019

**Evidence:** Class Schedule, Student Schedules

**Strategy:** Create one resource room for MS and HS.

**Responsibility:** Resource Teachers, PDS Administrator

**Completion Date:** May 2019

**Evidence:** Class Schedule, Student Schedules

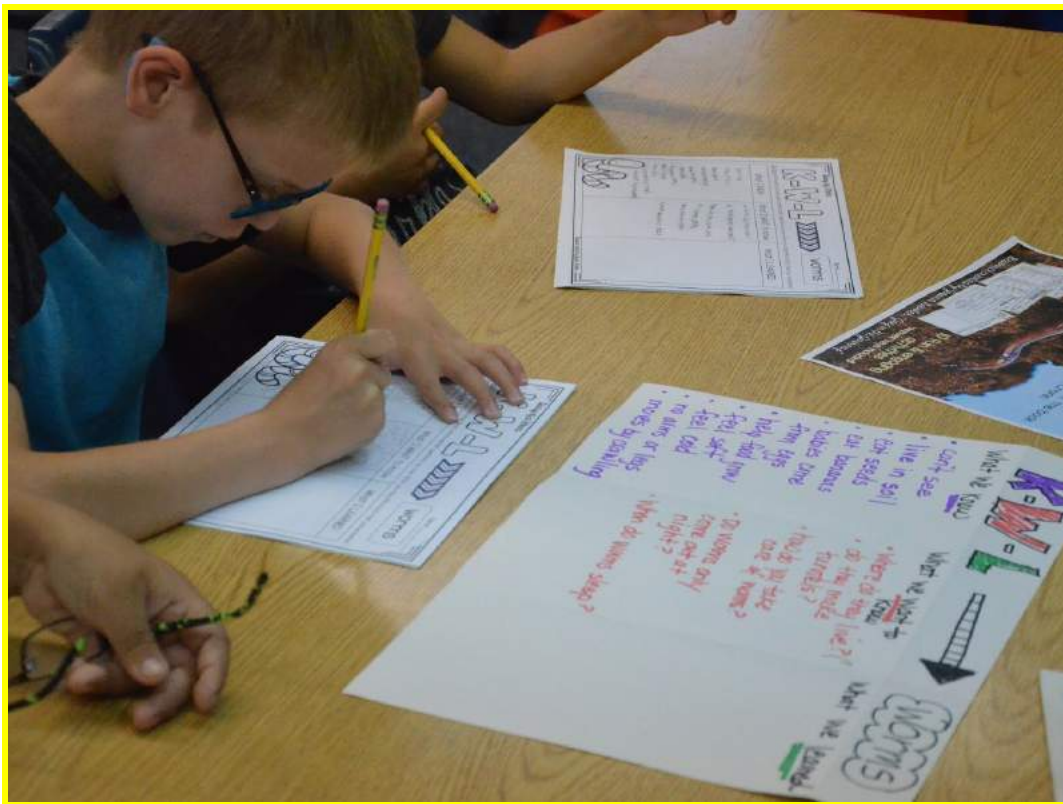


## Comprehensive Support and Improvement

In November 2017, the Arizona Department of Education identified PSDS as a Title I school in improvement. This was based on AzMERIT assessment scores from Spring 2017, with PSDS in the bottom 5% of achievement. This continued through the 2018-2019 school year. Through the Comprehensive Support and Improvement (CSI) efforts, a root cause analysis was completed. The identified needs statements were:

PSDS needs a PLC to develop a system of regularly reflecting on student data to drive instruction, including reteaching and enrichment which will increase student achievement by providing reteaching methods and a sustainable PLC system.

PSDS needs a system to systematically monitor, review and evaluate the use of newly adopted curriculum, which includes aligned assessments, in order to determine effectiveness with increasing student outcomes.



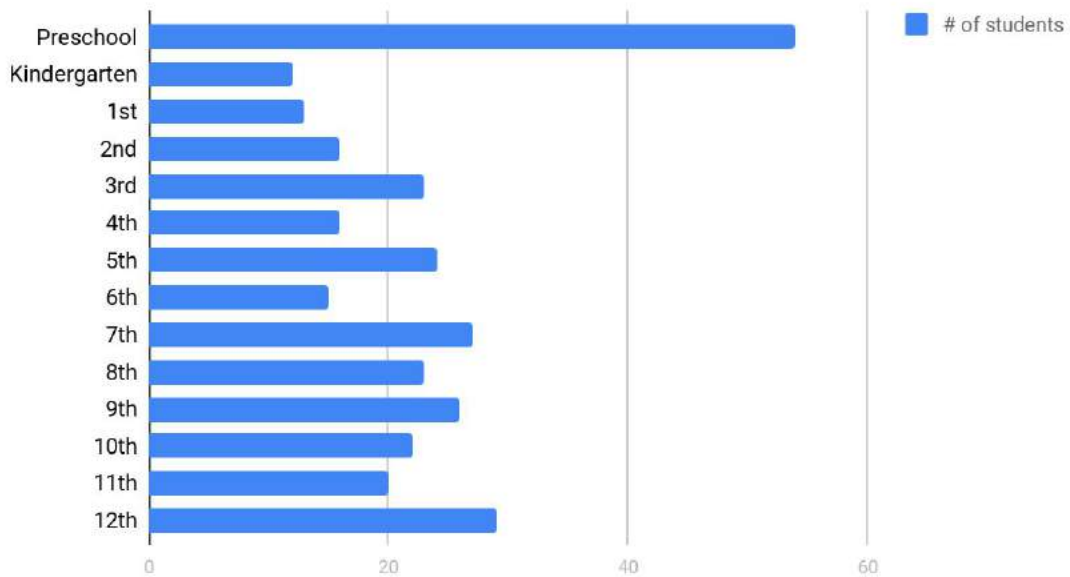
*"Only you hold the key to your true potential."  
-unknown*

# We Believe in Who We Serve

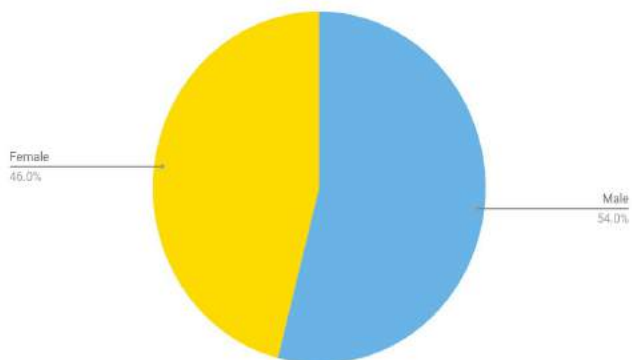
## Demographics

### Enrollment

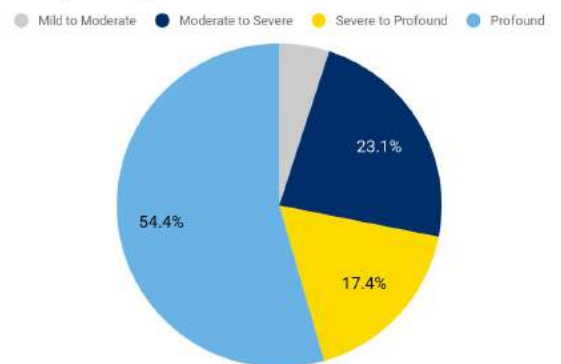
Enrollment by Grade Level (Total: 320 students as of 6/4/19)



Preschool-12th grade Enrollment by Gender



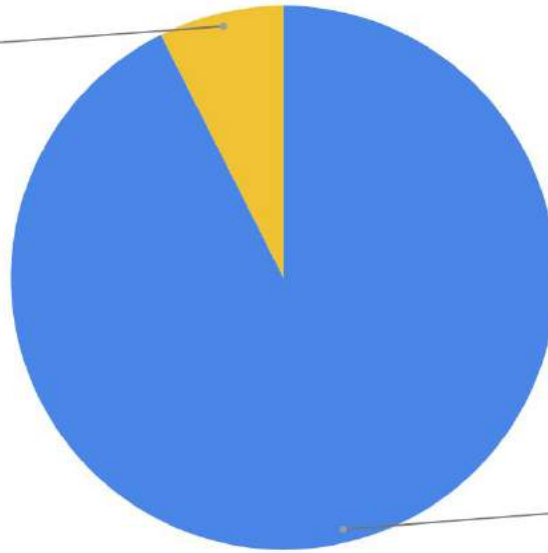
Enrollment by Hearing Loss Level



## Attendance Summary

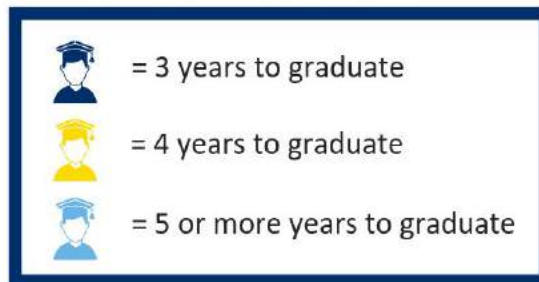
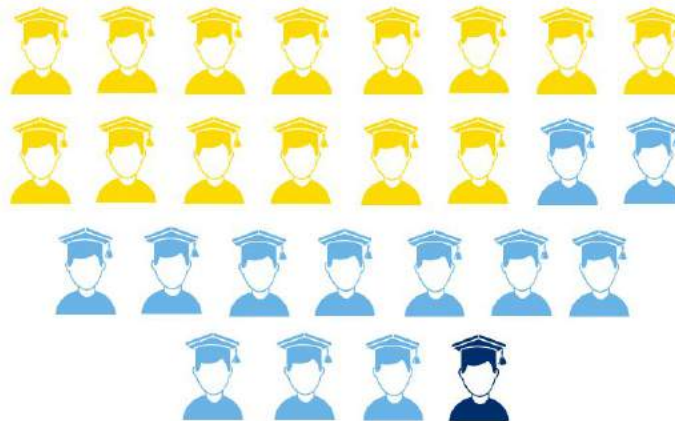
### Average Attendance

Avg Days Absent  
7.4%



Avg Days Present  
92.6%

## 2019 Graduation Rate



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# We Believe in Success

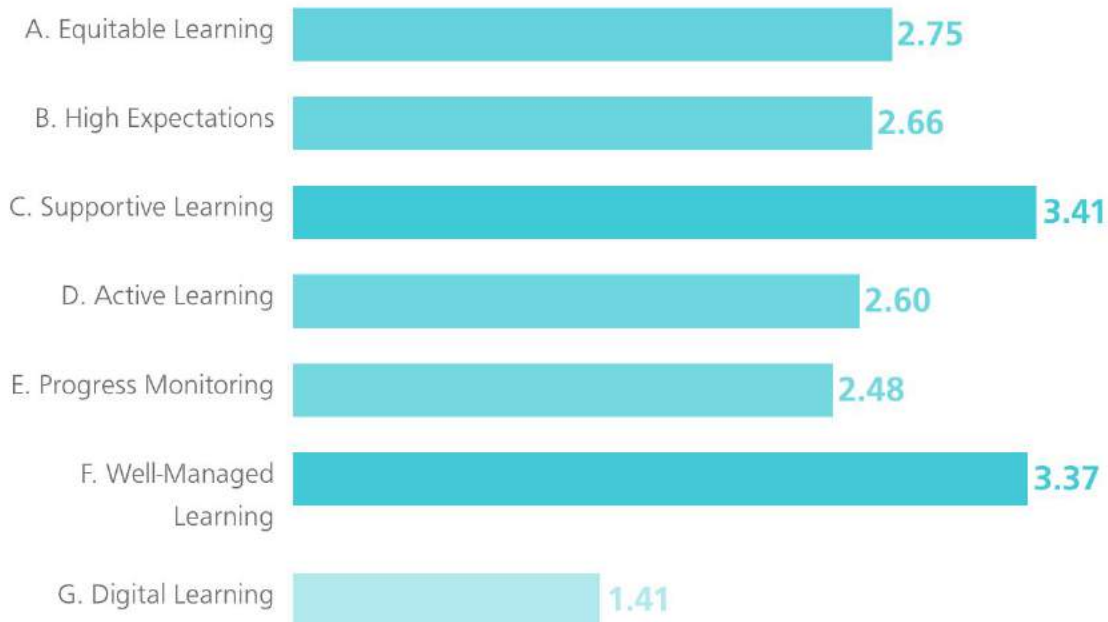
## Teaching and Learning

### The Effective Learning Environment Observation Tool (ELEOT)

The Effective Learning Environment Observation Tool (ELEOT) is used to provide feedback to teachers. Teachers are provided feedback in seven areas. The maximum score is 4. The school-wide average score (2.71) is based on 138 completed observations during the 2018-2019 school year.

The ELEOT summarization shows the following areas as strengths: Learners demonstrate a congenial relationship with their teacher, Learners interact respectfully with teacher(s) and each other, and Learners are treated in a fair and consistent manner.

Areas identified for improvement are: Learners collaborate with their peers to accomplish projects, activities, tasks and/or assignments, Learners understand and are able to explain how their work is assessed, and Learners use digital tools for learning.



## State and District Assessment Results

### AzMERIT/AIMS

| ELA<br>0.6% passing         | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
|-----------------------------|------|------|------|------|------|------|------|-------|-------|-------|
| <i>Highly Proficient</i>    | 0%   | 0%   | 0%   | 0%   | 0%   | 0%   | 0%   | 0%    | 0%    |       |
| <i>Proficient</i>           | 4%   | 0%   | 0%   | 0%   | 0%   | 0%   | 0%   | 0%    | 0%    |       |
| <i>Partially Proficient</i> | 0%   | 0%   | 0%   | 0%   | 9%   | 0%   | 10%  | 0%    | 27%   |       |
| <i>Minimally Proficient</i> | 96%  | 100% | 100% | 100% | 91%  | 100% | 90%  | 100%  | 73%   |       |

| Math<br>2.72% passing       | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Algebra I | Geometry | Algebra II |
|-----------------------------|------|------|------|------|------|------|-----------|----------|------------|
| <i>Highly Proficient</i>    | 0%   | 0%   | 0%   | 0%   | 0%   | 0%   | 0%        | 0%       | 0%         |
| <i>Proficient</i>           | 0%   | 8%   | 5%   | 0%   | 0%   | 0%   | 13%       | 0%       | 0%         |
| <i>Partially Proficient</i> | 9%   | 8%   | 5%   | 0%   | 9%   | 5%   | 7%        | 25%      | 75%        |
| <i>Minimally Proficient</i> | 91%  | 84%  | 90%  | 100% | 91%  | 95%  | 80%       | 75%      | 25%        |

### Arizona's Instrument to Measure Standards - Science (AIMS Science)

| 4% passing                          | Gr 4 | Gr 8 | Cohort 2021 |
|-------------------------------------|------|------|-------------|
| <i>Exceeds the Standard</i>         | 0%   | 0%   | 0%          |
| <i>Meets the Standard</i>           | 7%   | 5%   | 0%          |
| <i>Approaches the Standard</i>      | 7%   | 11%  | 0%          |
| <i>Falls Far Below the Standard</i> | 86%  | 84%  | 100%        |

### Arizona's Instrument to Measure Standards Alternate Science (AIMS- A Science)

| 4% passing                          | Gr 4 | Gr 8 | Gr 10 |
|-------------------------------------|------|------|-------|
| <i>Exceeds the Standard</i>         | 0%   | 50%  | 0%    |
| <i>Meets the Standard</i>           | 100% | 50%  | 100%  |
| <i>Approaches the Standard</i>      | 0%   | 0%   | 0%    |
| <i>Falls Far Below the Standard</i> | 0%   | 0%   | 0%    |

## Multi State Alternate Assessment (MSAA)

Level 3 and 4 Meets Expectations

| 33.33% passing | ELA    | Math   |
|----------------|--------|--------|
| <i>Level 4</i> | 0%     | 0%     |
| <i>Level 3</i> | 33.33% | 33.33% |
| <i>Level 2</i> | 6.67%  | 46.67% |
| <i>Level 1</i> | 60%    | 20%    |

## Measures of Academic Progress (MAP)

Average Rate of Growth - Fall 2018 - Spring 2019

|                       | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
|-----------------------|------|------|------|------|------|------|------|------|-------|-------|-------|
| <i>Math</i>           | 11.1 | 6.8  | 8.9  | 7.3  | 3.0  | 10.5 | 6.6  | 3.8  | 6.5   | 1.1   | 2.6   |
| <i>Reading</i>        | 8.0  | 2.5  | 2.7  | 5.4  | 3.4  | 3.6  | 4.6  | 1.0  | 3.2   | 0.8   | 2.4   |
| <i>Language Usage</i> | 11.8 | 6.3  | 8.2  | 9.9  | 10.7 | 3.8  | 2.4  | 2.8  | 2.8   | 1.7   | 1.3   |
| <i>Science</i>        | 13.3 | 7.0  | 4.4  | 7.5  | -3.7 | 2.1  | -1.9 | 2.0  | 1.5   | 0.7   | 1.9   |

## ACT College Admissions Test

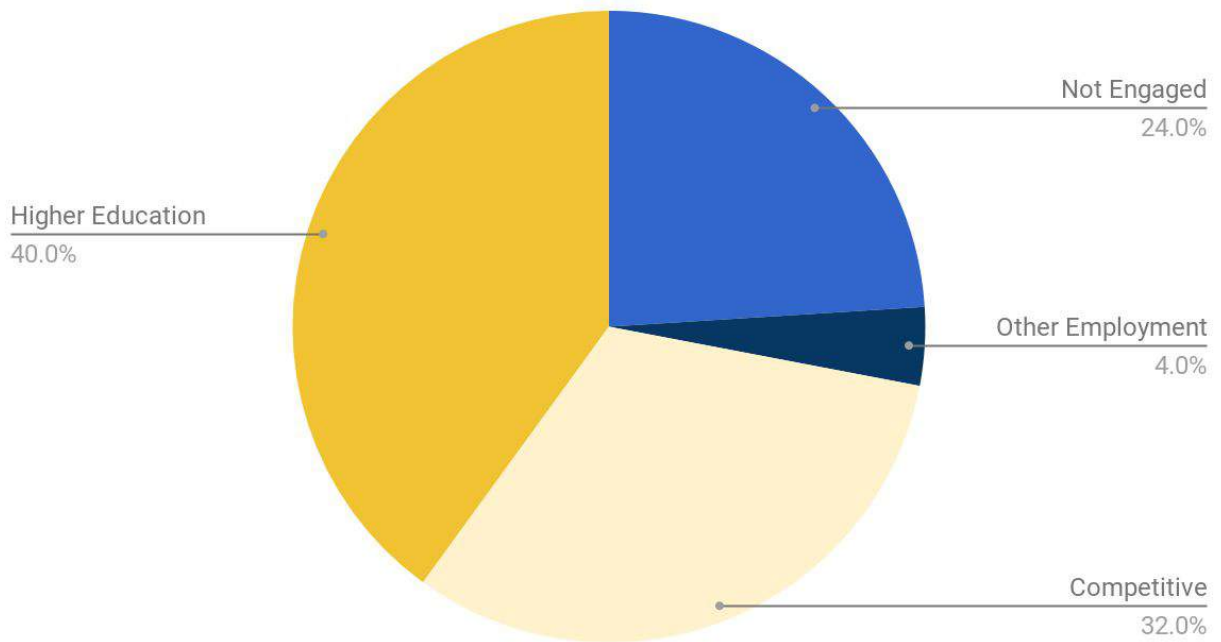
ACT scores range from a low of 1 to a max score of 36. The national average is 20.8.

| Average SCORES |              |         |       |         |         |       |           |
|----------------|--------------|---------|-------|---------|---------|-------|-----------|
| Year           | Total Tested | English | Math  | Reading | Science | STEM  | Composite |
| 2019           | 9            | 13.44   | 14.67 | 16.44   | 15.67   | 15.44 | 15.33     |

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## Post School Outcomes

### 2016-2017 Graduates



*"The best way to predict your future is to create it."*

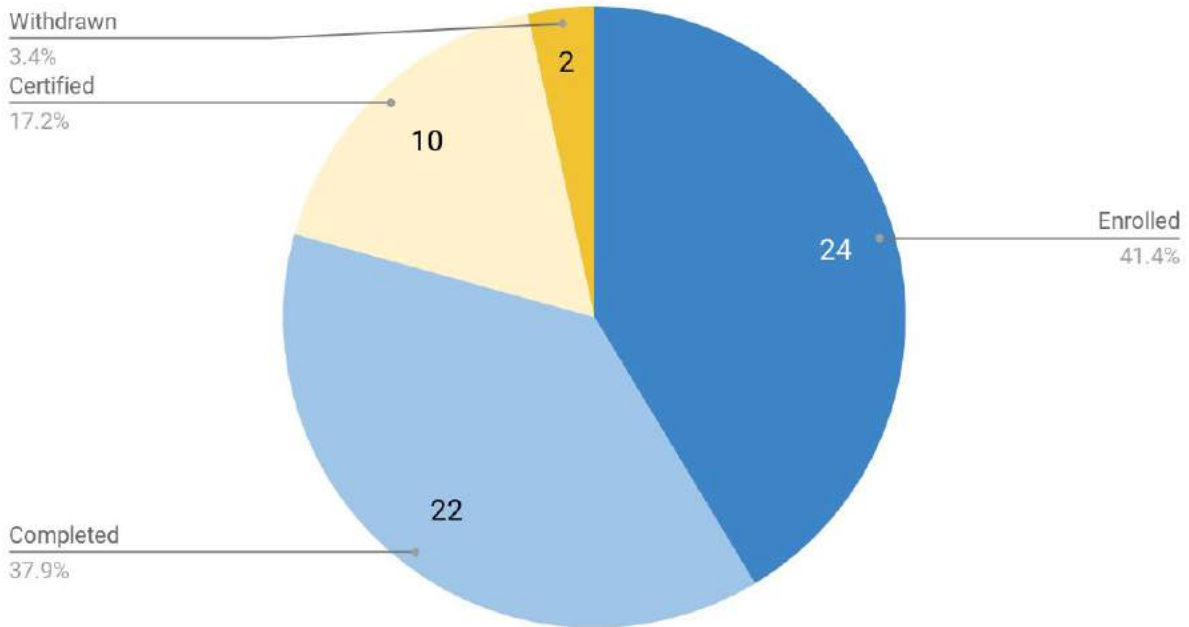
*-Abraham Lincoln*



## Career and Technical Education (CTE) Data

PDS D partners with three off-campus public education schools to provide a wealth of program opportunities for our junior and senior level high school students.

### High School CTE Enrollment (off campus)



**57.5**

high school credits earned by 56 students through the EdOptions online partnership.

## Disciplinary Data

Spring 2018 to Spring 2019

Data is being used to measure the effectiveness of the Love and Logic program which was implemented in the fall of 2018.

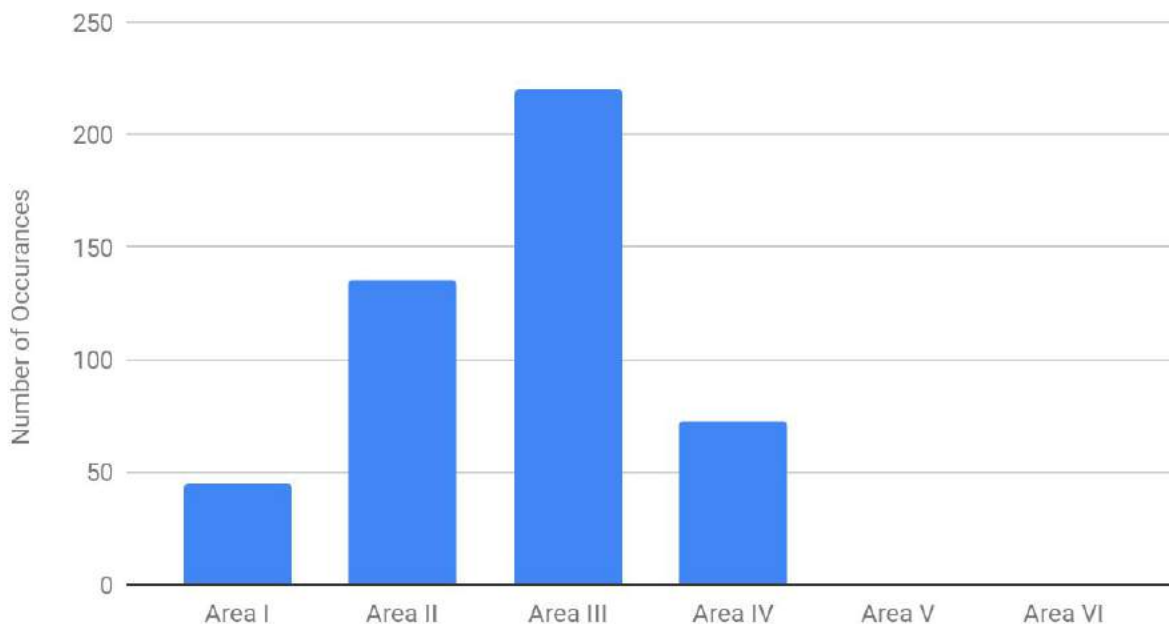


During the 2018-2019 school year, there were 521 behavior interventions (prompted by staff request), with a total of 18 student suspensions. Baseline data was collected during the Spring 2018 with 307 behavior interventions and 66 student suspensions. Baseline data started to be collected once plans were in place to implement the Love and Logic program.

Based on this initial data, it is our conclusion that the Love and Logic program is making a difference to improve student behaviors.

Action steps for the Student Support Service team include: Professional Learning Community activities to discuss deescalation techniques, positive interventions, assertion and problem solving. Love and Logic training will continue for staff not trained and a refresher course will be provided for those already trained.

### 2018-2019



Area I: Attendance, Dress Code; Area II: Disruption, Abusive/Profane Speech, Tobacco Use

Area III: School Rules, Harassment, Bullying (K-4), Threats (K-4), Fighting (K-4), Bus Violations, Gang Activity, Hazing, Offensive Materials; Area IV: Vandalism, Assault, Sexual Harassment, Damage to Property, Trespassing, Theft, Fighting (5-12), Threats (5-12), Bullying (5-12); Area V: Forceful Entry, Possession of Alcohol/Drugs, Drug Abuse, Sexual Misconduct; Area VI: Sale of Illegal Substances, Possession of Weapon, Threaten Educational Institution

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# We Believe in Social Opportunities

## Athletics and Extracurricular

### Extracurricular Activities

#### Middle School

- Battle of the Books: Gallaudet University's Youth Programs provided opportunities for middle school students to compete with other Deaf and hard of hearing schools by reading books and participating in tournaments. PDSD's three teams (Buff 7.0+ reading level, Blue 5.0-6.0 reading level, and Green 3.0-4.0 reading level) participated in the Preliminaries, Playoffs, and National Tournaments.
- Rochester Institute of Technology Math Club: this was the second year that our middle school students were able to participate with other deaf and hard of hearing schools at the national level in Rochester, New York.
- Student Council: hosted after-school parties (Halloween, Holiday, and Spring Fling).

#### High School

- Roadrunner Council: a student leadership organization that combines Student Body Government and Jr. NAD.
- Academic Bowl: in collaboration with Gallaudet University, PDSD hosted the Western Regional Academic Bowl competition.
- International Studies: began fundraising for the 2019-2020 trip to France.

#### Additional after-school activities:

- PDSD School Play: three performances of *10 Ways to Survive the Zombie Apocalypse* were provided for PDSD's students, families, and community members.
- RASP (Roadrunner After-School Programs): provides program(s) to PDSD students from second through fourth grades. The focus of RASP is to support students' academic needs, first and foremost, while also providing fun, educational activities that promote social bonding, leadership and a commitment to lifelong learning and personal growth.
- ASL Family Classes: free ASL classes for family and friends were provided weekly at two locations - PDSD and Tolleson.

## Athletics

PDSD's high school is a member of the Arizona Interscholastic Association and provides high school students with opportunities to compete in:

- Football
- Volleyball
- Basketball (Competes in Annual Western States Basketball Classic with five teams of boys and girls from WSD, USDB, OSD, ASDB and PSDS)
- Track (Competes in Berg and Seeger Classic for the Deaf)
- Cheerleading



PDSD's middle school is a member of the Catholic Youth Athletic Association and provides middle school students with opportunities to compete in:

- Flag Football
- Volleyball
- Basketball
- Girls soccer
- Boys Soccer

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# We Believe in Communication

## Surveys

### Annual PDSB Survey

Administered and Analyzed by ASDB

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*\*All ratings on charts below are based on a 1 to 5-point scale, where “1” represents the lowest possible value and “5” represents the highest possible value.*

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### **PDSB Employee Survey Participation: 58%**

The PDSB End of Year Survey was sent to all employees in the PDSB Instructional email listserv. One hundred employees took the survey for an estimated PDSB employee participation rate of 58% (100/171). The estimated participation rate the prior year was 67% (110/165).

### **Number of Employees Taking Survey by Job Type**

45 - Teachers

20 – Related Services

22 - Support Staff

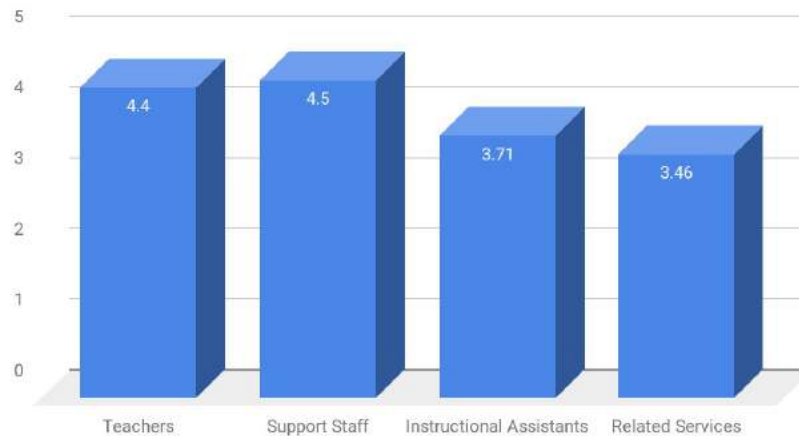
13 – Instructional Assistants

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### **Snapshot Comparison: May 2015 - May 2019, on a 1 to 5 Point Likert Scale**

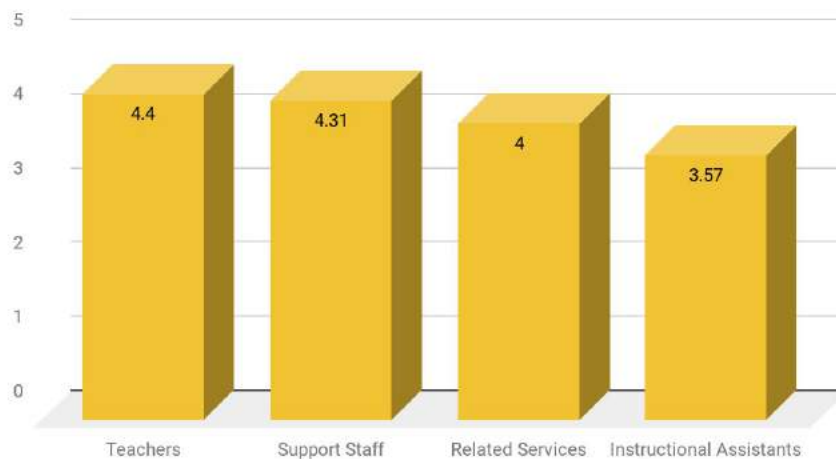
| <b>Question</b>   | <b>Year Rating</b> |
|---|--------------------|
| Average level of knowledge/understanding of CSI efforts:  | 2018 - 3.20        |
|   | 2019 – 3.23        |
| Average ability to improve students’ language/literacy:   | 2018 - 3.92        |
|   | 2019 –3.92         |
| Average level in managing student behavior:               | 2018 - 3.79        |
|   | 2019 –3.59         |
| Average satisfaction with principal’s leadership          | 2015 - 4.54        |
|   | 2016 - 4.12        |
|   | 2017 - 4.26        |
|   | 2018 - 4.23        |
|   | 2019 –4.17         |
| Average satisfaction with direct supervisor’s leadership: | 2016 - 3.00        |
|   | 2017 - 3.81        |
|   | 2018 - 3.98        |
|   | 2019 –4.22         |

### Average Satisfaction with Principal Fritz's Leadership 4.17



Cross-tabbing satisfaction level with the PSDS principal's leadership by job type shows a 1.04 scale point range between Support Staff (4.50) on the high end of the scale and employees classifying themselves as "Related Services" (3.46) on the low end of the scale. On the extreme ends of the 1-5 point rating scale, 29 employees rated their satisfaction with the principal's leadership a 5/5 and 0 employees rated his/her satisfaction 1/5. Last year, 30 employees indicated a 5/5 rating and 2 employee gave a 1/5. The average satisfaction rating with the principal's leadership slightly decreased from 4.23 in May 2018 to 4.17 in May 2019. Throughout the years, staff have been quite satisfied, on average, with the principal's leadership since the survey's inception with ratings ranging from 4.12 to 4.54.

### Average Satisfaction with Direct Supervisor's Leadership 4.22



Cross-tabbing satisfaction with the direct supervisor's leadership by job type shows a 0.83 scale point range between Teachers (4.40) on the high end of the scale and employees classified as Instructional Assistant (3.57) on the low end of the scale. A closer look at the comments will reveal what drives these numbers and which supervisors, in particular, are frequently cited by staff as being ineffective or unsupportive versus supportive and effective. Instructional Assistants have consistently rated their satisfaction with their supervisor significantly lower than other job types for the past several years. The average satisfaction rating of all employees with their direct supervisor's leadership increased from 3.98 in May 2018 to 4.22 in May 2019. Since the survey's inception, employee's average satisfaction level with their direct supervisor's leadership has improved each year – from 3.00 in 2015 to 4.22 in 2019, an impressive 1.22 scale points of gain in a five-year period.

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## ASDB Parent Survey Summary

**Introduction:** Parents were sent a survey from ASDB during the 2018-2019 school year. Parents were asked on a scale of 1 to 5, how satisfied they were on the overall quality of education/services provided.

**Findings:** 44 parents responded in English with an overall rating of 3.93. 11 parents responded in Spanish with an overall rating of 3.40.

- 2% of parents commented positively about the services that their child receives.
- 4% of parents commented that improvement and expanded services is needed for their child.
- 2% of parents commented as being dissatisfied with the academic level of their child.

**Implications:** Parental participation in the survey was limited. This provided a limited sampling for the purpose of analyzing data from the larger/total population of PDSB parents.

**Next Steps:** Teachers need to communicate with parents regarding classroom activities, expectations, and lessons taught more frequently and with purpose (i.e. with included ideas of extended learning opportunities that can be carried out in the home [not necessarily homework]). This can be addressed with mandatory monthly parent contacts. The school needs to increase communication when new programs are introduced to the educational program. This can be addressed through Parent Staff Organization meetings, special topic meetings, and perhaps video messages.



# Appendix A: School Calendar

## Phoenix Day School for the Deaf

2018-2019

**\*FINAL\***

| AUGUST |    |    |    |    |    |    | SEPTEMBER |    |    |    |    |    |    | OCTOBER |    |    |    |    |    |    | NOVEMBER |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| S      | M  | T  | W  | T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S       | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
|        |    | 30 | 31 | 1  | 2  | 3  | 4         |    |    |    |    |    | 1  | 1       | 2  | 3  | 4  | 5  | 6  |    |          |    |    | 1  | 2  | 3  |    |
| 5      | 6  | 7  | 8  | 9  | 10 | 11 | 2         | H  | 4  | 5  | 6  | 7  | 8  | 7       | H  | H  | H  | H  | 13 | 4  | 5        | 6  | 7  | 8  | 9  | 10 |    |
| 12     | 13 | 14 | 15 | 16 | 17 | 18 | 9         | 10 | 11 | 12 | 13 | 14 | 15 | 14      | 15 | 16 | 17 | 18 | 19 | 20 | 11       | H  | 13 | 14 | 15 | 16 | 17 |
| 19     | 20 | 21 | 22 | 23 | 24 | 25 | 16        | 17 | 18 | 19 | 20 | 21 | 22 | 21      | 22 | 23 | 24 | 25 | 26 | 27 | 18       | 19 | 20 | H  | H  | H  | 24 |
| 26     | 27 | 28 | 29 | 30 | 31 |    | 23        | 24 | 25 | 26 | 27 | 28 | 29 | 28      | 29 | 30 | 31 | 25 | 26 | 27 | 28       | 29 | 30 |    |    |    |    |
|        |    |    |    |    |    |    | 30        |    |    |    |    |    |    |         |    |    |    |    |    |    |          |    |    |    |    |    |    |

| DECEMBER |    |    |    |    |    |    | JANUARY |    |    |    |    |    |    | FEBRUARY |    |    |    |    |    |    | MARCH |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  | S       | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S     | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |         |    | H  | H  | H  | H  | 5  |          |    |    |    |    | 1  | 2  |       |    |    |    |    | 1  | 2  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  | 6       | 7  | 8  | 9  | 10 | 11 | 12 | 3        | 4  | 5  | 6  | 7  | 8  | 9  | 3     | 4  | 5  | 6  | 7  | 8  | 9  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 | 13      | 14 | 15 | 16 | 17 | 18 | 19 | 10       | 11 | 12 | 13 | 14 | 15 | 16 | 10    | H  | H  | H  | H  | H  | 16 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 | 20      | H  | 22 | 23 | 24 | 25 | 26 | 17       | H  | 19 | 20 | 21 | 22 | 23 | 17    | 18 | 19 | 20 | 21 | 22 | 23 |
| 23       | H  | H  | H  | H  | H  | 29 | 27      | 28 | 29 | 30 | 31 | 24 | 25 | 26       | 27 | 28 | 24 | 25 | 26 | 27 | 28    | 29 | 30 |    |    |    |    |
| 30       | H  |    |    |    |    |    |         |    |    |    |    |    | 31 |          |    |    |    |    | 31 |    |       |    |    |    |    |    |    |

| APRIL |    |    |    |    |    |    | MAY |    |    |    |    |    |    |   |
|-------|----|----|----|----|----|----|-----|----|----|----|----|----|----|---|
| S     | M  | T  | W  | T  | F  | S  | S   | M  | T  | W  | T  | F  | S  |   |
|       | 1  | 2  | 3  | 4  | 5  | 6  |     |    |    |    | 1  | 2  | 3  | 4 |
| 7     | 8  | 9  | 10 | 11 | 12 | 13 | 5   | 6  | 7  | 8  | 9  | 10 | 11 |   |
| 14    | 15 | 16 | 17 | 18 | 19 | 20 | 12  | 13 | 14 | 15 | 16 | 17 | 18 |   |
| 21    | 22 | 23 | 24 | 25 | 26 | 27 | 19  | 20 | 21 | 22 | 23 | 24 | 25 |   |
| 28    | 29 | 30 |    |    |    |    | 26  | H  | 28 | 29 | 30 | 31 |    |   |

- = School starts/Empieza la Escuela
- = School ends/Termina la Escuela
- = Holiday or school recess
- = Dia Festivo o vacaciones de la escuela
- = Days without students/Dias sin alumnos
- = Early Release/Dias de Salida Temprana

**School Hours/Horas Escolares**

M - F: 8:10 a.m.-3:10 p.m./L - V: 8:10 a.m.-3:10 p.m.

Early Release 1 day a month/Salida Temprana 1 dia al mes

8:10 a.m.-1:10 p.m.



**August 2018**

- 7/26-27 New Teachers
- 7/30-8/3 Faculty Work
- 8/6 Classes Begin

**September 2018**

- 9/3 Labor Day/No School
- 9/17 Constitution Day

**October 2018**

- 10/5 End of 1st Quarter (44 days)
- 10/8-12 Fall Break/No School
- 10/15 Classes Resume

**November 2018**

- 11/12 Veterans Day/No School
- 11/21-23 Thanksgiving Break/No School

**December 2018**

- 12/21 End of 2nd Quarter (46 days)

**January 2019**

- 12/24-1/4 No School/Holiday Break
- 1/7 Classes Resume
- 1/21 MLK Day/No School

**February 2019**

- 2/18 Presidents' Day/No School

**March 2019**

- 3/8 End of 3rd Quarter (43 days)
- 3/11-15 Spring Break
- 3/18 Classes Resume

**April 2019**

**May 2019**

- 5/20 High School Graduation
- 5/21 Last Day of School/Early Release
- 5/21 End of 4th Quarter (47 days)
- 5/22 Faculty Work Day/No School
- 5/27 Memorial Day

Rev. 5/15/18-jpm



## Appendix B: Assessment Calendar

### Measurement of Academic Progress (MAP) Benchmark Testing

#### **2nd-12th grade Q1 Benchmark Testing**

September 17-28, 2018

#### **2nd-12th grade Q2 Benchmark Testing**

December 3-14, 2018

#### **2nd-12th grade Q3 Benchmark Testing**

February 11-28, 2019

### GOLD Benchmark Testing

#### **Preschool-1st grade Benchmark Testing 1**

September 17-28, 2018

#### **Preschool-1st grade Benchmark Testing 2**

January 7-18, 2019

#### **Preschool-1st grade Benchmark Testing 3**

April 29-May 10, 2019

### Alternate Assessments

#### **AIMS-A Science (Alternate)**

February 1-28, 2019

#### **Multi State Alternate Assessment (MSAA)**

Late March to Mid-May (specific dates TBD)

### AIMS Science

#### **AIMS Science Grades 4 & 8, HS Cohort 2021\***

\*HS Cohort 2022 if enrolled in life science

Grade 4: March 27, 2019

Grade 8 and HS: March 26, 2019

### AzMERIT

#### **AzMERIT Grades 3-5**

April 2, 2019 (Writing)

April 17-18, 2019 (Reading and Math)

#### **AzMERIT Spring High School End-of-Course**

April 4, 2019 (Writing)

April 8, 2019 (Reading)

April 9, 2019 (Math)

#### **AzMERIT Grades 6-8**

April 3, 2019 (Writing)

April 10-11, 2019 (Reading and Math)