

**Regional Day School Program for the Deaf Program Peer Review Report**  
**Department of Special Education**  
**Prepared for Board of Trustees Meeting**  
**December 13, 2011**

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**Purpose of Report**

To inform the Board of the Regional Day School Program for the Deaf Program Peer Review results.

**Board Goal**

II. Teaching & Learning. . . In pursuit of excellence, the district will advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates.

**History**

The Texas Education Agency has strongly encouraged each Regional Day School Program for the Deaf (RDSPD) to be evaluated using a “peer review” process funded by TEA and facilitated by ESC Region 20. The program peer review provides specific information to programs serving students who are deaf or hard of hearing to assist with continuous improvement efforts. The areas of focus are aligned with the National Agenda for Deaf Education and the Texas State Performance Plan. Programs are evaluated on seven goal areas: 1) early identification and intervention, 2) communication, language, and literacy, 3) collaborative partnerships, 4) system responsibility, 5) placement and programs, 6) technology, and 7) professional standards and personnel preparation. The possible rankings for the indicators in each of the seven goals are “baseline, effective, and exemplary.”

On November 7 and 8, the reviewers entered DISD to begin the on-site peer review. The review was conducted at four campuses: Denton High School, McMath Middle School, McNair Elementary, and Ann Windle School for Young Children. They observed in each of the deaf education classrooms and inclusion settings as well as interviewed each teacher of the deaf, interpreters, and other staff members. During the on-site visit, the reviewers ranked 30 indicators.

**Results**

The report on November 9, 2011, indicated that the Denton ISD Regional Day School Program for the Deaf ranked “exemplary” in 28 of 30 possible indicators. Two indicators were ranked as “effective.” Throughout the report, the RDSPD received commendations. In addition to the commendations, the reviewers identified recommendations for enhancements. Areas of enhancement include: increasing relationships and communication with local agencies, continuing to provide opportunity of interpreter certification, continuation of the week long SEE training for campus staff, and the addition of assistive technology.

**Summary**

The Denton ISD Regional Day School Program for the Deaf Program (RDSPD) continues to provide quality education and services to students. Students attend the Denton ISD RDSDP from 10 surrounding special education programs. The special education teaching and general education staff, support staff, campus leadership and special education supervisor have dedicated their time and energy to create and maintain a quality program. The Department of Special Education leadership team commended for their commitment.

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**Goal areas:**

**1. Early identification and intervention.**

Indicator	Baseline	Effective	Exemplary
1.1 Early amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2 Referral process	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 Service provider education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4 Collaboration with outside agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**2. Communication, Language, and Literacy Access.**

Indicator	Baseline	Effective	Exemplary
2.1 Alignment with primary mode of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2 Guiding instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3 Staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4 Interpreter certification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5 Assistive technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6 Meaningful literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.7 Research-based instruction and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.8 Literacy integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.9 Grade level alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**3. Collaborative Partnerships.**

Indicator	Baseline	Effective	Exemplary
3.1 Outside agencies/service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.2 Community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3 Parental and student involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**4. System Responsibility.**

Indicator	Baseline	Effective	Exemplary
4.1 Multiple sources of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2 Grade level alignment of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3 Communication mode alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4 Home language consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5 Accommodations, modifications and adaptations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**5. Placement and Programs.**

Indicator	Baseline	Effective	Exemplary
5.1 Continuum of placement options	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.2 TEKS alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**6. Technology**

Indicator	Baseline	Effective	Exemplary
6.1 Instructional and informational	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.2 Amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.3 Assistive technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**7. Professional Standards and Personnel Preparation**

Indicator	Baseline	Effective	Exemplary
7.1 General curriculum and instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.2 Unique needs of students with auditory impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.3 Communication proficiency of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.4 Recruitment and retention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>