

KENTUCKY EDUCATIONAL COLLABORATIVE

FOR STATE AGENCY CHILDREN (KECSAC)

PROGRAM IMPROVEMENT TOOL

Program Name _____

District _____

Site Visit Date(s) _____

Program/School Administrator(s) _____

Program Improvement Specialist(s) _____

Directions: Identify (x) the performance level of each standard-indicator that best reflects the current level of program development and/or implementation.

RUBRIC

Levels of Program Performance

Ratings

- **Exemplary** **4**
- **Accomplished / Fully Functioning** **3**
- **Developing / Limited or Partial** **2**
- **Ineffective / Little or No** **1**
- **Not Applicable** **NA**

(Explain in Monitor Comment Section)

STANDARD 1: PURPOSE AND DIRECTION					
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.					
	4	3	2	1	NA
Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.					
Indicator 1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills					
Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning					
STANDARD 2: GOVERNANCE AND LEADERSHIP					
The school operates under governance and leadership that promote and support student performance and school effectiveness.					
Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school					
Indicator 2.2 The governing body operates responsibly and functions effectively.					
Indicator 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.					
Indicator 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.					
Indicator 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.					
Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.					

STANDARD 3: TEACHING AND ASSESSING FOR LEARNING

The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

	4	3	2	1	NA
<p>Indicator 3.1</p> <p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>					
<p>Indicator 3.2</p> <p>Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p>					
<p>Indicator 3.3</p> <p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>					
<p>Indicator 3.4</p> <p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>					
<p>Indicator 3.5</p> <p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p>					
<p>Indicator 3.6</p> <p>Teachers implement the school’s instructional process in support of student learning.</p>					
<p>Indicator 3.7</p> <p>Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</p>					
<p>Indicator 3.8</p> <p>The school engages families/stakeholders in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.</p>					
<p>Indicator 3.9</p> <p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.</p>					

<p>Indicator 3.10</p> <p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p>					
<p>Indicator 3.11</p> <p>All staff members participate in a continuous program of professional learning.</p>					
<p>Indicator 3.12</p> <p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p>					
<p>Indicator 3.A</p> <p>Formal and informal assessments are used to identify causes of behavior, reasons for the behaviors, replacement behaviors, student interview/involvement and multi-component interventions that influence student learning.</p>					
<p>Indicator 3.B</p> <p>Education and treatment staffs collaborate and use behavior, social rating, learning style and career interest assessments to improve student learning.</p>					
<p>Indicator 3.C</p> <p>Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.</p>					
<p>Indicator 3.D</p> <p>Highly structured classrooms include behavior management, student self-management skills instruction and provide opportunities for high rates of positive reinforcement.</p>					
<p>Indicator 3.E</p> <p>Education and treatment staffs use PD and student need assessment data to identify interventions and measure specific student outcomes.</p>					
<p>Indicator 3.F</p> <p>An individual growth plan is available and is supported by an individual professional development plan for all education staff.</p>					

STANDARD 4: RESOURCES AND SUPPORT SYSTEM

The school has resources and provides services that support its purpose and direction to ensure success for all students

	4	3	2	1	NA
<p>Indicator 4.1</p> <p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.</p>					
<p>Indicator 4.2</p> <p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</p>					
<p>Indicator 4.3</p> <p>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</p>					
<p>Indicator 4.4</p> <p>Students and school personnel use a range of media and information resources to support the school’s educational programs.</p>					
<p>Indicator 4.5</p> <p>The technology infrastructure supports the school’s teaching, learning, and operational needs.</p>					
<p>Indicator 4.6</p> <p>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</p>					
<p>Indicator 4.7</p> <p>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</p>					
<p>Indicator 4.A</p> <p>Instructional materials are comparable (quality/quantity) to those provided to regular school students.</p>					

STANDARD 5: USING RESULTS FOR CONTINUOUS IMPROVEMENT

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

	4	3	2	1	NA
<p>Indicator 5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.</p>					
<p>Indicator 5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p>					
<p>Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.</p>					
<p>Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>					
<p>Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</p>					

KECSAC REQUIRED INDICATORS

The following indicators are directly from 505 KAR 1:080 and/or the KECSAC Memorandum of Agreement. KECSAC is required to monitor these indicator above and beyond what is required by AdvancED.

	4	3	2	1	NA
KR.1 School leadership is involved in the selection of teaching and support staff.					
KR.2 Leadership designates a school administrator who is the instructional leader of the educational program.	Yes		No		
KR.3 Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings	Yes		No		
KR.4 Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs.	Yes		No		
KR.5 Students are enrolled in core curriculum courses and are making appropriate progress for success at the next level.					
KR.6 Educational records are requested from the sending school.	Yes		No		
KR.7 Educational records are forwarded to the receiving school within five days following the release of the student from the school/program.	Yes		No		
KR.8 An educational passport is prepared. <i>See KECSAC Policy 4.21 Educational Passport</i>	Yes		No		
KR.9 A minimum of 1,062 instructional hours and no fewer than 170 student attendance days is provided.	Yes		No		
KR.10 An annual interagency agreement between the local school district and the treatment program exists.	Yes		No		
KR.11 School personnel participate in treatment planning meetings.	Yes		No		
KR.12 The KECSAC mandated extended school calendar includes 33 additional days, each with a minimum of 4 hours of direct instruction.	Yes		No		

KR.13 All educators meet state certification requirements.	Yes	No
KR.14 The teacher pupil ratio for on-site state agency school programs shall average, based on annual average daily attendance, no more than ten (10) students to (1) teacher without a classroom aide and fifteen (15) students to one (1) teacher with a classroom aide.	Yes	No
KR.15 Time sheets for educational staff are maintained.	Yes	No