

Kentucky Educational Collaborative for State Agency Children Standards, Indicators, Descriptors and Evidence (SIDE) Document

AdvancED Standards and Indicators for Schools

As Amended for Use in Kentucky Educational Collaborative for State Agency Children (KECSAC) Programs*

**For the purpose of this document, 'school(s)' refers to educational programs operated by the local education agency and contracted with KECSAC.*

<h3>Standard 1: Purpose and Direction</h3> <p>Standard: 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.</p>	
1.1	<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</p> <p>Level 4 The process for review, revision, and communication of the school’s purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular basis. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.</p> <p>Level 3 The school’s process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular scheduler. The purpose includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.</p> <p>Level 2 The school has a process for review, revision and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.</p> <p>Level 1 No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Purpose statements - past and present • Minutes from meetings related to development of the school’s purpose • Documentation or description of the process for creating the school’s purpose including the role of stakeholders • Communication plan to stakeholders regarding the school’s purpose • Examples of communications to stakeholders about the school’s purpose (i.e. website, newsletters, annual report, student handbook) • Survey results

	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. Has the process for review and revision of the school’s statement of purpose and direction been clearly documented? 2. How has school leadership included representatives from all stakeholder groups in the review, revision, and communication of the school’s formal statements of purpose and direction and where can the team see evidence of this? 3. Is the school’s formal statement of purpose and direction reviewed and revised on an “as needed” basis, or has a process been established in policy that formalizes the regular review and revision of these guiding documents? 4. Does the school’s statement of purpose and direction clearly focus on high expectations for student success?
<p>1.2</p>	<p>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.</p> <p>Level 4 Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.</p> <p>Level 3 Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.</p> <p>Level 2 Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership maintains high expectations for professional practice.</p> <p>Level 1 Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • The school’s statement of purpose • Agendas and/or minutes that reference a commitment to the components of the school’s statement of purpose

	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. Where can the team see evidence that the school has identified and is committed to shared values and beliefs about teaching and learning? 2. Is there evidence that the school’s policies, practices, procedures, decision –making as well as culture reflect a genuine commitment to providing all students with challenging equitable educational programs and learning experiences that includes achievement of learning, thinking, and life skills? 3. Where can the team find evidence that the school is strongly committed to instructional practices that address a) active student engagement, b) a focus on depth of understanding, c) the application of knowledge and skills? 4. That evidence exists to indicate that school leadership and the staff hold one another accountable to high expectations for professional practices?
<p>1.3</p>	<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</p> <p>Level 4 School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school’s purpose and direction. School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.</p> <p>Level 3 School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.</p> <p>Level 2 School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for</p>

	<p>achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.</p>
	<p>Level 1 A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Agenda, minutes from continuous improvement planning meetings • Communication plan and artifacts that show two-way communication to staff and stakeholders • The school data profile • The school continuous improvement plan • Survey results

Standard 2: Governance and Leadership
Standard: The school operates under governance and leadership that promote and support student performance and school effectiveness.

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.
Level 4	Policies and practices clearly and directly support the school’s purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for and oversight of fiscal management.
Level 3	Policies and practices support the school’s purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for and oversight of fiscal management.
Level 2	Policies and practices generally support the school’s purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.
Level 1	Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning

	<p>experiences for students. There are few or no policies and practices regarding professional growth of staff Policies provide requirements of fiscal management.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Governing body policies, procedures and practices • School handbooks • Staff handbooks • Student handbooks • Communications to stakeholder about policy revisions
<p>2.2</p>	<p>The governing body operates responsibly and functions effectively.</p> <p>Level 4 The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning.</p> <p>Level 3 The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.</p> <p>Level 2 The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations.</p> <p>Level 1 The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Governing body policies on roles and responsibilities, conflict of interest; • Governing code of ethics • Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest • Governing body minutes relating to training • Governing body training plan • Assurances, certifications • Proof of legal counsel • List of assigned staff for compliance • Historical compliance data • Communications about program regulations • Findings of internal and external reviews of compliance with laws, regulations and policies
2.3	<p>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.</p> <p>Level 4 The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.</p> <p>Level 3 The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.</p> <p>Level 2 The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.</p> <p>Level 1 The governing body rarely or never protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • School improvement plan developed by the school • Agendas and minutes of meetings • Roles and responsibilities of school leadership • Maintenance of consistent academic oversight, planning and resource allocation • Survey results regarding functions of the governing body • Stakeholder input and feedback • Social media • Communications regarding board actions
<p>2.4</p>	<p>Leadership and staff foster a culture consistent with the school’s purpose and direction.</p> <p>Level 4 Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school’s purpose. They encourage, support and expect all students to be held to high Standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.</p> <p>Level 3 Leaders and staff align their decisions and actions toward continuous improvement to achieve the school’s purpose. They expect all students to be held to high Standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community.</p> <p>Level 2 Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to Standards. School leaders sometimes support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.</p> <p>Level 1 Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Examples of collaboration and shared leadership • Examples of decisions aligned with the school’s statement of purpose • Examples of decisions in support of the school’s continuous improvement plan • Survey results

	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. What specific examples can be provided by school leaders to illustrate how they as well as the staff align their decisions and actions towards continuous improvement of student performance, i.e., budgeting, staffing, scheduling, professional development, etc.? 2. How do leaders and staff expect, encourage, support and monitor the degree to which all students are held to high standards in all course of study? For example, has the school developed procedures for examining or aligning course syllabi, curriculum guide, or other documents which define content and expectations? Are their processes or procedures that consistently implemented for teachers and leaders to examine the quality of student work? Is data, both formative and summative, regularly used to evaluate effectiveness, rigor, alignment, etc., of curriculum and instructional practices? 3. What specific steps has school leadership taken to develop a culture of collective accountability for student learning among all stakeholders? For example, is there evidence of regular communication among stakeholders regarding student performance, review of progress towards improvement priorities, celebration of student, teacher, school success and accomplishments, etc.? 4. Can the school provide examples to indicate how school leadership supports and encourages innovation, collaboration, shared leadership, and rigorous professional growth? 5. What evidence exists to indicate that the culture of the school is characterized by collaboration and a sense of community among all stakeholders?
2.5	<p>Leadership engages stakeholders effectively in support of the school’s purpose and direction.</p> <p>Level 4 Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders’ proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.</p> <p>Level 3 Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders’ efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.</p> <p>Level 2 Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. School leaders’ efforts result in some stakeholder participation and engagement in the school.</p> <p>Level 1 Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. Leaders rarely or never communicate with stakeholder groups. School leaders’ efforts result in limited or no stakeholder participation and engagement in the school.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Survey responses • Copies of surveys or screen shots from online surveys • Communication plan • Minutes from meetings with stakeholders • Involvement of stakeholders in a school improvement plan
	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. How does school leadership communicate with students, parents, and staff? Is there evidence that existing communications procedures are evaluated for their effectiveness? 2. What evidence exists to indicate that the school provides opportunities for stakeholders to shape decisions, provide feedback to school leaders, work on school improvement efforts, and serve in meaningful leadership roles? 3. Is there evidence that the school has been proactive and persistence in their efforts to engage stakeholders in building a sense of community and ownership in the school?
<p>2.6</p>	<p>Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</p> <p>Level 4 The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.</p> <p>Level 3 The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.</p> <p>Level 2 The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.</p> <p>Level 1 The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.</p>

Possible Evidence:

- Job specific criteria
- Supervision and evaluation documents with criteria for improving professional practice and student success noted
- Representative supervision and evaluation reports
- Governing body policy on supervision and evaluation
- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

Standard 3: Teaching and Assessing for Learning

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

3.1 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.

- Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.
- Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Like courses/classes have equivalent learning expectations.
- Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.
- Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Descriptions of instructional techniques • Enrollment patterns for various courses • Graduate follow-up surveys • Course descriptions • Course schedules • Learning expectations for different courses • Representative samples of student work across courses • Posted learning objectives • Character education through life skills lessons • Lesson plans • Survey results
	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. What processes, procedures, practices, or conditions exist in the school to indicate an intentional effort on the part of school leaders to ensure that all course/classes provide all students with challenging and equitable opportunities to develop learning, thinking and life skills? 2. What evidence exists to indicate that the school has examined the degree to which learning experiences prepare students for success at the next level, i.e., examination of student academic performances, ongoing curriculum alignment, etc.? 3. How does the school ensure that like courses/classes have the same high learning expectations? 4. What conditions, processes, support and monitoring are in places to ensure that learning activities are individualized for students in a way that supports achievement of learning expectations for all students?
<p>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>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction and/or assessments</p>

	<p>are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction and assessment.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Curriculum writing process • A description of the systematic review process for curriculum, instruction and assessment • Curriculum guides • Lesson plans aligned to the curriculum • Products – scope and sequence, curriculum maps • Common assessments • Surveys results • Standards-based report cards
	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. What evidence can the school provide to indicate that school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment as well as alignment to the school's goals for improvement in student performance? 2. What are the expectations, support and monitoring for the systematic use of formative assessment to guide modification to instruction, curriculum and assessment? 3. How do school leaders ensure that the alignment of curriculum, instruction and assessment practice is truly regular and systematic?

3.3**Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.**

- Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
- Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
- Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
- Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Possible Evidence:

- Teacher evaluation criteria
- Findings from supervisor walk-thrus and observations
- Student work demonstrating the application of knowledge
- Examples of teacher use of technology as an instructional resource
- Examples of student use of technology as a learning tool
- Interdisciplinary projects
- Authentic assessments
- Professional development focused on these strategies
- Agenda items addressing these strategies
- Evidence of extended learning
- Surveys results

	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. In what ways does the school communicate expectations, provide support for, and monitor the consistent planning and use of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills? 2. What processes, support, or conditions has the school created to ensure that teachers personalize instructional strategies and interventions to address individual learning needs? 3. How does the school ensure that teachers consistently use instructional strategies that require students to: <ol style="list-style-type: none"> a. Apply knowledge and skills? b. Integrate content with other disciplines? c. Use technologies as instructional resources and learning tools?
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Supervision and evaluation procedures • Curriculum maps • Peer or mentoring opportunities and interactions • Recognition of teachers with regard to these practices • Administrative classroom observation protocols and logs • Examples of improvements to instructional practices resulting from the evaluation process • Documentation of collection of lesson plans and grade books • Surveys results

	<p>Points of Inquiry or Discovery:</p> <ol style="list-style-type: none"> 1. What evidence exists to indicate that school leaders have developed effective processes for consistently monitoring and supporting improvement instructional practices of teachers to ensure student success? 2. In addition to direct classroom observations, what other supervision and evaluation procedures are used by school leaders to monitor instructional practices to ensure: <ol style="list-style-type: none"> a. Alignment with school’s values and beliefs about teaching and learning? b. The teaching of the approved curriculum? 3. How do school leaders ensure teachers are engaged with students in the oversight of their learning? 4. In what ways do school leaders monitor and support the use of instructional strategies that are recommended for improved student learning in specific subject areas. i.e., primary language arts?
<p>3.5</p>	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Staff members promote discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Staff members rarely discuss student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Common language, protocols and reporting tools • Examples of improvements to content and instructional practice resulting from collaboration • Examples of cross curricular projects, interdisciplinary instruction and classroom action research project • Peer coaching guidelines and procedures • Survey results
<p>3.6</p>	<p>Teachers implement the school’s instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and Standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and Standards of performance, Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Samples of exemplars used to guide and inform student learning • Examples of learning expectations and standards of performance • Examples of assessments that prompted modification in instruction • Survey results

3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school’s values and beliefs about teaching, learning and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school’s values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school’s values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school’s values and beliefs about teaching, learning and the conditions that support learning. Limited or no expectations for school personnel are included.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning • Professional learning calendar with activities for instructional support of new staff • Personnel manuals with information related to new hires including mentoring, coaching and induction practices • Records of meetings and walk thrus/feedback sessions • Survey results
3.8	<p>Leadership engages families/stakeholders in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.*<i>Original language indicated “School engages families in meaningful ways...”</i></p> <p>Level 4 Programs that engage families in meaningful ways in their children’s education are designed, implemented and evaluated. Families have multiple ways of staying informed of their children’s learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children’s education are designed and implemented. School personnel regularly inform families of their children’s learning progress.</p> <p>Level 2 Programs that engage families in their children’s education are available. School personnel provide information about children’s learning.</p> <p>Level 1 Few or no programs that engage families in their children’s education are available. School personnel provide little relevant information about children’s learning.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Volunteer program with variety of options for participation

	<ul style="list-style-type: none"> • Parental/family/caregiver involvement plan including activities, timeframes and evaluation process • Calendar outlining when and how families are provided information on child’s progress • List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days • Survey results
3.9	<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>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student’s needs regarding learning skills, thinking skills and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Description of formal adult advocate structures • List of students matched to adult advocate • Curriculum and activities of formal adult advocate structure • Master schedule with time for formal adult advocate structure • Survey results
3.10	<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>Level 4 All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are formally and regularly evaluated.</p>

	<p>Level 3 Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes and procedures. Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Policies, processes and procedures on grading and reporting • Samples communications to stakeholders about grading and reporting • Sample report cards for each grade level and for all courses • Evaluation process for grading and reporting practices • Survey results
<p>3.11</p>	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on the needs of the school. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Crosswalk between professional learning and school purpose and direction • Brief explanation of alignment between professional learning and identified needs • Evaluation tools for professional learning • Results of evaluation of professional learning program • Survey results
<p>3.12</p>	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • List of learning support services and student population served by such services • Data used to identify unique learning needs of students • Training and professional learning related to research on unique characteristics of learning • Survey results
<p>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>Level 4 All aspects of the school program utilizes the most up-to-date universal, targeted and intensive intervention plan for all students. All students receive behavioral assessments to identify causes and reasons for behavior. Replacement and self-management behaviors are taught and modeled by all staff. Behaviors are taught and are consistently and immediately implemented.</p>

	<p>Level 3 Universal, targeted and intensive intervention strategies are used throughout the school, within classrooms, and for individual students, respectively.</p> <p>Level 2 Some intervention strategies and assessment are utilized, but consistency is lacking. A form of leveling/point system is available and implemented.</p> <p>Level 1 Little or no intervention strategies used throughout the school, classrooms, or for individual students. Behavioral assessments are not developed and implemented for students.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Safe school plan • Code of conduct • Instructional discipline plan • Functional behavioral assessments • Behavioral intervention plan • Individual student assessments • Point/Level systems • Modeling • Individual student behavior assessment.
<p>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>Level 4 All components of educational and treatment program are integrated by all stakeholders. Administrators, teachers and treatment staff evaluates, disseminates, and implements behavior assessments, social rating, learning styles and career interest assessments to improve student learning.</p> <p>Level 3 Education and treatment staffs collaborate regularly, and consistently use assessment data to create a program and classroom learning environment that is safe, orderly, highly structured, and positive.</p> <p>Level 2 Some Behavior, social rating, learning style and career interest assessments are administered to improve student learning. Some collaboration occurs between education and treatment staff to improve student learning.</p> <p>Level 1 Few or no assessments are used to improve student learning. Little to no collaboration exists between education and treatment staff to improve student learning.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Staff, family and student handbooks • Mission and belief statements • Classroom rules and routines

	<ul style="list-style-type: none"> • Meeting schedule/minutes • Program and student assessment data • School district meeting records • Student/staff interviews
3.C	<p>Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.</p> <p>Level 4 School personnel deliberately and consistently align their decisions and actions toward valuing equity and diversity. They encourage, support and expect all students and staff to demonstrate respect and inclusive behavior. They consider physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity when making decisions about the program or services. They distribute all resources equitably. The culture of the program is characterized by a value for inclusion and a sense of community among all stakeholders.</p> <p>Level 3 School personnel align their decisions and actions toward considering physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity differences among all staff and students when making program and service decisions. Equipment, supplies, and materials are distributed equitably among all staff for each student. There is a culture of inclusion.</p> <p>Level 2 School personnel make some decisions about the program or services that consider physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity differences among staff and students. Some equipment, supplies, and materials are distributed equitably among all staff for each student. The culture is characterized by a minimal degree of purposeful planning for inclusion.</p> <p>Level 1 Decisions and actions seldom or never support equity and/or diversity. School personnel may or may not consider physical, cultural, social-economic, racial/ethnic, ability, gender and gender identity differences among all staff and students when making program or service decisions. Equipment, supplies, and materials are not distributed equitably among all staff for each student. The culture does not reflect a commitment to inclusion.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Program improvement plan • Budget • Rules and routines • Equipment, supplies, and materials availability • Survey results • Mission and purpose statement • Professional development
3.D	<p>Highly structured classrooms include behavior management, student self-management skills instruction and provide opportunities for high rates of positive reinforcement.</p> <p>Level 4 A program-wide positive behavior management plan is in place and creates highly structured classrooms where self-management techniques are routinely observed and reinforced. Positive reinforcement and high academic expectations for all students are stressed. Transition strategies are developed and used for every student.</p>

	<p>Level 3 All teachers use behavior management plans that provide highly-structured classrooms and self-management skills are taught. High rates of positive reinforcements are observed, high academic expectations are stressed, and transition strategies are used.</p> <p>Level 2 Some teachers use behavior management techniques and teach self-management skills. Some positive reinforcement is observed.</p> <p>Level 1 Classrooms have few or no behavior management structures in place. Little or no positive reinforcement is observed.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Behavior management plan • Observation • Rules • Routines • Consistency • Level/Point systems • Social skills curriculum • IEP, IPI, ILP/IGP, GSSP
3.E	<p>Education and treatment staffs use PD and student needs assessment data to identify interventions and measure specific student outcomes.</p> <p>Level 4 Educational staff meets regularly to analyze assessment data and measure student outcomes. Professional development and program improvement goals and objectives are based on the results of the analysis. Treatment staff participates in meetings and applicable professional development trainings.</p> <p>Level 3 School staff analyzes assessment results and disaggregates data to identify curriculum gaps to determine what students know and are able to do. School leadership and staff purposefully analyze the impact of past and current professional development on student achievement. Treatment staff is invited/encouraged to participate in data analysis and collaborative professional development.</p> <p>Level 2 Some professional development shows a direct connection to the analysis of assessment data. Most professional development is not job-embedded and ongoing.</p> <p>Level 1 Analysis of assessment data shows little or no connection to program improvement planning, individual growth plans, or professional development.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Program improvement plan • Professional development offerings/participation records • Minutes of meetings • Agenda of meetings • Student performance reports

	<ul style="list-style-type: none"> • Student work samples • Test item analysis • Interviews
3.F	<p>An individual growth plan is available and is supported by an individual professional development plan for all educational staff.</p> <p>Level 4 All educational staff have an individual growth plan supported by an individual professional development plan. The individual growth plan consistently emphasizes sustained and continuous growth through traditional and non-traditional avenues, provides time for collaboration; encourages mentorship; models and follow-up skills; and reinforces new learning.</p> <p>Level 3 Most educational staff have an individual growth plan. PD emphasizes sustained and continuous growth through traditional and non-traditional avenues, provides time for collaboration; encourages mentorship; models and follow-up skills; and reinforces new learning.</p> <p>Level 2 Some educational staff have an individual growth plan. Some growth plans are supported by an individual professional development plan.</p> <p>Level 1 Most educational staff do not have an individual growth plan supported by an individual professional development plan.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Individual growth plans • Staff and student surveys • Professional development plan (administrator and teachers) • Program improvement plan • Lesson/Unit plans • Budget • Interviews • EILA records • Evaluation schedule • Board policy manual • Professional development offerings • Master schedule • Evaluation schedule • Mentor plan • Staff and district meeting minutes • Faculty handbook

Standard 4: Resources and Support Systems

Standard: The School has resources and provides services that support its purpose and direction to ensure success for all students.

4.1	<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>Level 4 Clearly defined policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.</p> <p>Level 3 Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.</p> <p>Level 2 Policies, processes and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.</p> <p>Level 1 Policies, processes and procedures are often but not always followed by school leaders to access, hire, place and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none">• Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff• School budgets for the last three years• Documentation of highly qualified staff• Assessments of staffing needs• Survey results
4.2	<p>Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.</p> <p>Level 4 Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources and fiscal resources are</p>

	<p>allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school’s purpose and direction.</p> <p>Level 3 Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school’s purpose and direction.</p> <p>Level 2 Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school’s purpose and direction.</p> <p>Level 1 Little or no link exists between the purpose of the school and instructional time, material resources and fiscal resources. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school’s purpose and direction.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • School calendar • School schedule • Examples of efforts of school leaders to secure necessary material and fiscal resources • Alignment of budget with school purpose and direction • Survey results
<p>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>Level 4 School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.</p> <p>Level 3 School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations.</p>

	<p>Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.</p> <p>Level 2 School leaders have some expectations for maintaining safety, cleanliness and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.</p> <p>Level 1 School leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Maintenance schedules • Records of depreciation of equipment • System for maintenance requests • Safety committee responsibilities, meeting schedules and minutes • Documentation of compliance with local and state inspections requirements • Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures
<p>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>Level 4 All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.</p> <p>Level 3 Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.</p> <p>Level 2 Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.</p> <p>Level 1 Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Data on media and information resources available to students and staff • Schedule of staff availability to assist students and school personnel related to finding and retrieving information • Budget related to media and information resource acquisition • Survey results
<p>4.5</p>	<p>The technology infrastructure supports the school’s teaching, learning and operational needs.</p> <p>Level 4 The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.</p> <p>Level 3 The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.</p> <p>Level 2 The technology infrastructure meets the teaching, learning and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.</p> <p>Level 1 The technology infrastructure meets the teaching, learning and operational needs of few stakeholders. The technology infrastructure meets the teaching, learning and operational needs of few stakeholders.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Technology plan and budget to improve technology services and infrastructure • Assessments to inform development of technology plan • Policies relative to technology use • Survey results
<p>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>Level 4 School personnel implement a clearly defined process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.</p> <p>Level 3 School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.</p>

	<p>Level 2 School personnel endeavor to determine the physical, social and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.</p> <p>Level 1 School personnel attempt to determine the physical, social and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • List of support services available to student • Agreements with school community agencies for student-family support • Social classes and services, e.g., bullying, character education • Student assessment system for identifying student needs • Schedule of family services, e.g., parent classes, survival skills • Survey results
<p>4.7</p>	<p>The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.</p> <p>Level 4 School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.</p> <p>Level 3 School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.</p> <p>Level 2 Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs.</p> <p>Level 1 School personnel attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • List of services available related to counseling, assessment, referral, educational and career planning • Description of referral process • Description of IEP process • Budget for counseling, assessment, referral, educational and career planning • Survey results
<p>4.A</p>	<p>Instructional Materials are comparable (quantity/quality) to those provided to regular students.</p> <p>Level 4 Policies, processes and procedures are implemented to ensure equitable resources between all schools and programs. School leaders exhaust every option to secure material resources to meet the needs of all students. School leaders measurably demonstrate that material resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.</p> <p>Level 3 Policies, processes and procedures are implemented to ensure equitable resources. School leaders work to secure material resources to meet the needs of all students. School leaders demonstrate that material resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.</p> <p>Level 2 Evidence exists to indicate that policies, processes or procedures are in place to ensure comparable instructional materials are provided for teaching and learning, but are not implemented consistently.</p> <p>Level 1 Little or no evidence exists to indicate that policies, processes or procedures are in place to ensure comparable instructional materials are provided for teaching and learning.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Budgets • Unit/Lesson plans • Media center availability • Textbooks • Equipment/Supplies • Technology • Interviews • District policy and procedure manuals • CDIP

Standard 5: Using Results for Continuous Improvement

Standard: 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.

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

- Level 4 School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
- Level 3 School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
- Level 2 School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
- Level 1 School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

Possible Evidence:

- Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance
- Evidence that assessments are reliable and bias free
- Documentation or description of evaluation tools/protocols
- Survey results

<p>5.2</p>	<p>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>Level 4 Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.</p> <p>Level 3 Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.</p> <p>Level 2 Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel use data to design, implement and evaluate continuous improvement plans.</p> <p>Level 1 Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Written protocols and procedures for data collection and analysis • List of data sources related to student learning, instruction, program effectiveness and conditions that support learning • Examples of use of data to design, implement and evaluate continuous improvement plans • Survey Results
<p>5.3</p>	<p>Professional and support staff are trained in the evaluation, interpretation and use of data.</p> <p>Level 4 All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.</p> <p>Level 3 All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.</p> <p>Level 2 Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.</p> <p>Level 1 Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.</p>

	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Training materials specific to the evaluation, interpretation and use of data • Documentation of attendance and training related to data use • Professional learning schedule specific to the use of data • Policies specific to data training • Survey results
5.4	<p>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.</p> <p>Level 4 Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.</p> <p>Level 3 Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.</p> <p>Level 2 A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.</p> <p>Level 1 An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Description of process for analyzing data to determine verifiable improvement in student learning • Agendas, minutes of meetings related to analysis of data • Evidence of student growth • Evidence of student readiness for the next level • Evidence of student success at the next level • Examples of use of results to evaluate continuous improvement action plans • Student surveys

5.5	<p>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.</p> <p>Level 4 Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.</p> <p>Level 3 Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.</p> <p>Level 2 Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.</p> <p>Level 1 Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals • Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders • Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals • Executive summaries of student learning reports to stakeholder groups • Minutes of board meetings regarding achievement of student learning goals • Survey results

KECSAC-Required Indicators

KR.1	School leadership is involved in the selection of teaching and support staff.
	<p>Level 4 School leadership interviews all teaching and support staff and sends recommendations to district leadership for approval. Treatment leadership is invited to participate in the interview process for teaching and support staff.</p> <p>Level 3 School leadership interviews teaching and support staff and sends recommendations to district leadership for approval.</p> <p>Level 2 District leadership provides school leadership a list of screened applicants, but school leadership has limited involvement in the interview process for teaching and support staff.</p> <p>Level 1 School leadership has little or no involvement in the selection of teaching and support staff.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Governing board policies, procedures, and priorities • School handbook • Student handbook • Staff handbook • Communications to stakeholders about policy revisions • Staff meeting minutes • Staff meeting agendas • Interview committee records
KR.2	Leadership designates a school administrator who is the instructional leader of the educational program.
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • SACSAA Certificate • SACSAA Sign-In Sheet
KR.3	Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings.
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • SACSAA Certificate • SACSAA Sign-In Sheet

KR.4	Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs.
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Student Assessments • Cumulative Folders • Due Process Folders • Passports/Infinite Campus • IEP, IPI, ILP/IGP
KR.5	Students are enrolled in core curriculum courses and are making appropriate progress for success at the next level.
	<p>Level 4 All students are enrolled in all required core courses as outlined in their individual learning plan (ILP) and are progressing towards graduation or the next level. School leadership is committed to providing each student a pathway to graduation or the next level. Students have the opportunity for dual enrollment in postsecondary educational programs.</p>
	<p>Level 3 All students are enrolled in all required core courses as outlined in their individual learning plan (ILP) and are progressing towards graduation or the next level.</p>
	<p>Level 2 Students are enrolled in some required core courses and are progressing towards graduation or the next level.</p>
	<p>Level 1 Little or no progress is demonstrated by student performance data that students are progressing towards graduation or the next level. Students are enrolled in some, but not all, needed core courses on a daily basis.</p>
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Report cards • School calendar • Assessment data • Student schedule • Student goals • Master schedule • Student transcripts • Curriculum resources • Cumulative folders • ILP/IEP/IPI/GSSP

KR.6	Educational records are requested from the sending school.
	Possible Evidence <ul style="list-style-type: none"> • Infinite campus reports • Student transcripts • Student file review • Written copies of requests
KR.7	Educational records are forwarded to the receiving school within five days following the release of the student from the school/program.
	Possible Evidence: <ul style="list-style-type: none"> • Communication records • Teacher record book
KR.8	An educational passport is prepared.
	Possible Evidence: <ul style="list-style-type: none"> • Educational passport • Infinite Campus • Cumulative folder • Due process folder • Request for records
KR.9	A minimum of 1,062 instructional hours and no fewer than 170 student attendance days is provided.
	Possible Evidence <ul style="list-style-type: none"> • KDE approved school calendar • Master schedule • Student schedules • KECSAC reports
KR.10	An annual interagency agreement between the local school district and the treatment program exists.
	Possible Evidence: <ul style="list-style-type: none"> • Signed memorandum of agreement • Interagency agreement • Interviews

KR.11	School personnel participate in treatment planning meetings.
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • ITP • Interviews • Treatment team meeting agenda • Treatment team meeting minutes
KR.12	The KECSAC mandated extended school calendar includes 33 additional days, each with a minimum of 4 hours of direct instruction.
	<p>Possible Evidence:</p> <ul style="list-style-type: none"> • Approved KECSAC and district calendar • Copy of calendar entered into Infinite Campus
KR.13	All educators meet state certification requirements.
	<p>Possible Evidence</p> <ul style="list-style-type: none"> • Certificates
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.
	<p>Possible Evidence</p> <ul style="list-style-type: none"> • Program reports • KECSAC Census Data • Average Daily Attendance
KR.15	Time sheets for educational staff are maintained.
	<p>Possible Evidence</p> <ul style="list-style-type: none"> • Handbook • Policies and procedures • Actual timesheets