The Good and The Bad

KEC SAC SITE VISITS
2017 - 2018
The Good

- Students like:
  - Small class size
  - Opportunity to have credit recovery/catch up with peers
  - Work at their own pace
  - Individualized curriculum
  - People care about them/treat them well
  - Feel safe

The Bad

- Students dislike:
  - Multi-age/multi-grade classes
  - Limited electives/Voc. Ed.
  - Limited opportunities for enrichment
  - Teachers lack of expertise in advanced courses (algebra 2, chemistry...)
The Good

- Teaching staff
  - Certified teachers in content (many are dual certified in ECE)
  - Consistent teachers
  - Retention of teachers
  - Ratio appropriate and appreciated by students
  - Staff that is caring and willing to help
  - NBCT’S in some of our programs
  - Participate in treatment team meetings
  - Regularly scheduled PLC’S and faculty meetings with agenda/minutes
  - Use of technology: Google Classroom/Docs/Clear Touch/Smart Boards

The Bad

- Teaching staff
  - Non highly qualified teachers in subject areas taught
  - Lack of full time special ed. Teacher
  - Some turnover in staff each year
  - Non-participation in treatment team meetings
  - Lack of documentation of regularly scheduled PLC’S and faculty meetings
  - Limited to no use of technology and Internet
The Good

- Curriculum / Support
  - Up-dated curriculum/support for students
    - Includes some therapeutic activities/classes, such as trauma-informed yoga, journaling, physical activity (PE), Art and music therapy, etc.
    - Sensory room, sensory space, anti-stress bags, alternative seating types, etc.
    - Access or plans for equine therapy and dog therapy
    - Life skills and other electives (in various forms)

- Writing process
- Well stocked libraries
- Curriculum maps/district pacing guides/ Academic Expectations

The Bad

- Curriculum / Support
  - Outdated or nonexistent curriculum/support for students
    - Textbooks
    - Trauma informed care
    - Fine Arts
    - PE
    - Additional books needed for libraries
    - Lack of documentation on the scope and sequence of curriculum standards being taught and assessed

- Program Improvement Plan
  - All goals need to be measurable and time sensitive
  - Needs to contain at least one academic goal
The Good

- Technology
  - Block sites that cause issues
  - Rachel Device
  - Go Guardian/Lightening Speed/Land School
  - Local tech blocks
  - Going to 1 to 1 with Chromebooks, etc.
  - Good internet connections
  - Updated devices

The Bad

- Technology/Instruction
  - Technology not being utilized (3-D printers, STEM projects, etc.)
  - Learning styles and career majors are not being discussed with students
  - Poor classroom management
    - Time on task
    - Discipline
  - Educational opportunities which do NOT result in grades or credits to follow the student.
  - Academic time not meeting the MOA requirement of 6 hours for regular instructional day.
The Good

- Buildings/Classrooms
  - Showcase student work
  - Graduation pictures
  - Honor Roll posted
  - Student of the Week
  - Positive quotes
  - I Can/ I Will statements
  - Clean/ student friendly/well-maintained
  - Esthetically appealing classrooms/schools

The Bad

- Technology/Instruction (continued)
  - Allow student to re-do over and over until they get a good grade—no or little student accountability
  - Having to tie grades together from a variety of schools to make a credit (Frankensteining)
  - Allowing students to accelerate faster than is academically reasonable (earning 10 credits in 3 months, etc.)
  - Too much “down time” to accommodate lack of variety in instruction (Fun Fridays)
  - Lack of teacher led instruction
  - Limited or no extended learning
The Good

- Transitional Information
  - Student knowledge of classes on transcript and what is still needed for graduation
  - Info sent with the student (transcript, person to contact, etc.)
  - Resources available to students (health services, financial assistance, etc.)
  - Student knowledge of options after high school (ACT prep, college and tech school tours, FASFA, college applications, etc.)
  - Open houses (back to school night)
  - Parent/teacher conferences
  - Career Fairs
  - Reality Stores

The Bad

- Transitional Information
  - Some students do not know how many credits they have and state they have not seen a transcript or grades since enrollment in the program
  - Inconsistent processing and retrieval of student records from previous programs
  - Lack of some programs to provide a smooth transition to their step down programs and long term follow-ups
  - Lack of parent/guardian communication and participation
The Good

- Resources
  - Community support in a wide array of forms
  - Local agencies offer educational assistance affording expertise in a variety of lessons (University of KY Extension Office, Health Department, NRCS, speakers, tours, field trips, etc.)
  - Field trips/speakers tied to content/mentoring
  - Curriculum support in on-line services such as Khan Academy, Moby Max, Teacher’s Pay Teachers, Newsella, CNN Student News, etc.
  - Curriculum support in hard copy such as Jefferson units, textbooks, workbooks, etc.
  - Curriculum support in videos (Career videos, Dave Ramsey financial program, etc.)

The Bad

- Assessments
  - Testing not consistent at entrance and exit from different facilities
  - Students test and re-test in short period because of stay—how to analyze data
  - Testing is not always valid or reliable due to various assessments used
  - ILP’S are not completed
  - Student data compilation and analysis are limited or non-existent
The Good

- Extended Learning
  - Field trips
  - Speakers
  - Career info
  - Classroom projects
  - On-line curriculum
  - GED Prep
  - Vocational education: BAM/Copper/Fiber Optics/Audio-Visual
  - Dual credit (college enrollment)
  - Hands-on lessons

The Bad

- Documentation
  - Teacher certification
  - PD documentation
  - PLC or faculty meeting minutes
  - Student data analysis
  - Time sheets
  - Treatment tam notes/minutes
  - Evaluations
  - Missing or limited evidences in the SIDE tool
The Good

- Support Services
  - Counseling services
  - Medical services
  - Treatment Teams
  - Transition Committees
  - Independent Living Resources

The Bad

- Communication/Collaboration
  - Role clarification between staffs
  - Team building opportunity
  - Attend department lead meeting