



2008-2009 3rd Quarter Report



A Message from the Acting Director



State Agency Partners and Friends,

Throughout the preceding year, and specifically the preceding quarter, we at KECSAC have been working to become better stewards of our resources. We are all keenly aware of the current fiscal downturn in our economy, both nationally and locally. As a result we have been exploring new, innovative, and, quite frankly, “cheap” ways to deliver the best service to our students and our partnering school districts. We have partnered with the Kentucky Department of Education to offer, free online professional development trainings to teachers and administrators in our programs and just recently held our first virtual SACSAA meeting. KECSAC, in coordination with our SACSAA membership, conducted our annual Spring meeting via distance education classrooms, a collaborative effort with our school districts and the many regional, state universities throughout the Commonwealth. The virtual meeting was hugely successful, receiving praise and accolades from our school administrators; not just because it was innovative, but because it was a way for us to save our school districts money while respecting the time our teachers and administrators are away from their districts and our

students. As a state agency charged with coordinating a high quality education for state agency children we will continue to search out opportunities that provide the best service possible for the least amount of funds therefore returning a larger percentage of state agency children’s funds back to school districts where it serves our students directly.

In addition, KECSAC continues to forge ahead in our effort to “raise the bar” for our educational programs by developing and implementing appropriate policies and procedures for meeting the various educational needs of our students. Throughout this effort, we have partnered with our local school districts and our state partnering agencies. To recognize the best practices taking place in our programs and to model high standards for all our programs, KECSAC and the Kentucky Department of Education, as part of the Action Plan for Alternative Education, has begun the selection process for best practice sites. The groundwork and application process has been completed and we anticipate the selection of these sites to take place in the coming quarter. We know great work is happening in programs serving state agency children across the Commonwealth and we look forward to highlighting the great accomplishments of our talented teachers and administrators.

These accomplishments, and many others, are highlighted in this third quarter report. You will find enclosed a summary of our work and accomplishments, as well as details related to our ongoing initiatives. The ambitious action agenda we are highlighting here could not happen without the broad base of support we have from our state agency partners, our local school districts and the teachers and administrators working on behalf of state agency children. We appreciate your continued support as we work to enhance the educational services provided to our students.

Sincerely,

A handwritten signature in black ink that reads "Ronnie Nolan". The signature is written in a cursive, flowing style.

Ronnie Nolan, Ed.D.
Acting Director, Kentucky Educational Collaborative for State Agency Children



“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

Dr. Haim Ginott

Skill Building Series

KECSAC, in collaboration with the College of Education at Eastern Kentucky University, sponsored four Skill Building Series Workshops for KECSAC educators and education students on the campus of Eastern Kentucky University throughout the 2008-2009 school year. The third and fourth installments of the series were "Differentiated Instruction" on February 18th and "Formative Assessment" on March 25th.

One-hundred ninety-three educators and students attended the February 18, 2009 installment "Differentiated Instruction." Maria Banks, the keynote speaker, presented "Making it Work: Strategies & Tools to Use for Differentiation." Ms. Banks has twenty-one years of classroom experience and she currently serves as the K-12 Literacy Development Supervisor for the Wissahickon School District in Ambler, PA. Her presentation focused on how one can integrate differentiating instruction with existing curricular demands. She also explored how teachers should modify their instruction to meet students' varying readiness levels, learning preferences, interests, and how to cultivate a classroom that can nurture multiple modes of learning. Ms. Banks is an absolute believer in the whole child and her goal is to share information that will refresh and motivate the reflective teacher.



Maria Banks, keynote speaker for "Differentiated Instruction" on February 18, 2009.



Karen Kidwell presents "Assessment FOR Learning: Using Information about Student Understanding to Inform Instruction" on March 25, 2009.

Two-hundred thirty-eight students and educators attended the March 25th installment, "Formative Assessment." Karen Hatter, Assistant Superintendent of the Lincoln County School District, presented "The Key Elements of a Lesson: Formative Assessment" with Lincoln County Literacy Coach Kristy Johnson. Their presentation focused on how to build a culture that supports the effective implementation of formative assessments and how formative assessments fit into the whole teaching process. They also explored how to identify effective data-driven instructional decisions, using learning ladders for tracking progress, and how to employ multiple measures of assessment, including student self-assessments, effectively.

Karen Kidwell and Sean Elkins, both from the Kentucky Department of Education, Curriculum Development Office, presented "Assessment FOR Learning: Using Information about Student Understanding to Inform Instruction." They focused on distinguishing between assessment for learning and other types of assessments and how to identify key features of assessment for learning while teaching. The main thrust of their argument is that "formative assessment is a process, not a product."

Overall, the four installments of the Skill Building Series, "Classroom Behavioral Management" on October 16, 2008, "Culturally Responsive Teaching" on November 12, 2008, "Differentiated Instruction" on February 18, 2009 and "Formative Assessment" on March 25, 2009 attracted over six-hundred seventy KECSAC educators and students and KECSAC awarded over four thousand EILA hours of professional development credit.

Reflections

From "Differentiated Instruction"

"I thought this would just be a discussion (lecture) about differentiation but it was awesome and inspiring. I also took away specific strategies to use."

From "Formative Assessment"

"I am very pleased with the pd offerings, with no registration fees, that you make available."

"Great speakers and I really like the activities we got to do."

Professional Development Calendar 2009-2010

2009

July 21-23

Alternative Strategies for Educating Students At-Risk Conference
Perkins Conference Center, ECU

August 25-26

New Educators' Training
Perkins Conference Center, ECU

September

Teaching in Action: Onsite PD

September 11

Fall Statewide SACSAA Meeting
Frankfort
*Required for KECSAC Administrators

October

Teaching in Action: Onsite PD

October 11-12

Co-Sponsoring 14th Annual Safe Schools - Successful Students
Galt House East, Louisville, KY

November 10

Critical Issues Series: Bringing the Classroom to Life
Bowling Green

November 11

Critical Issues Series: Bringing the Classroom to Life
Perkins Conference Center, ECU

2010

February 10-11

Co-sponsoring ECU College of Education Diversity Conference
Perkins Conference Center, ECU

March

Teaching in Action: Onsite PD

March 5

Spring Statewide SACSAA Meeting
Regional Video Conferencing Locations
*Required for KECSAC Administrators

March 16

Critical Issues Series: Downtown to Down Home
Bowling Green

March 17

Critical Issues Series: Downtown to Down Home
Perkins Conference Center, ECU

KECSAC LIVE - Online Training Topics

Available in 2009

The KECSAC Monitoring Procedures and Tools
Response to Intervention
Strategies for Closing the Achievement Gap

Available in 2010:

Memorandum of Agreement
Kentucky Core Content

*Some Dates Are Tentative.

New KECSAC Professional Development Initiatives 2009-2010

KECSAC Live Series

The KECSAC Live Series will feature one-hour trainings that you can access from our website. This use of streaming video will allow participants to obtain EILA training hours from their schools, thereby saving districts time and travel expenses. Topics will include "The KECSAC Monitoring Procedures and Tools," "The Memorandum of Agreement," "Kentucky's Core Content Areas," "Response to Intervention" and "Strategies for Closing the Achievement Gap."

Critical Issues Series

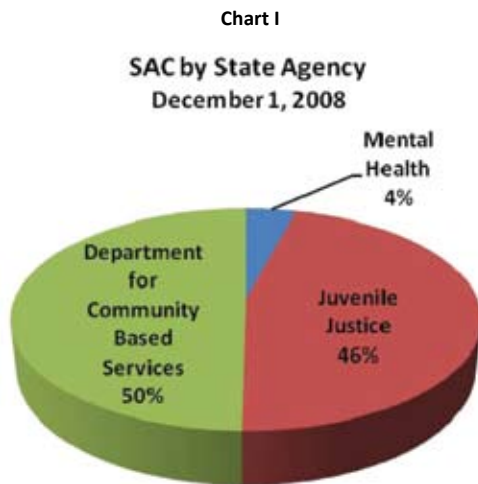
The Critical Issues Series will be offered in the Fall and Spring in two locations for each topic. This will allow educators from across the state to receive quality, hands-on training without having to travel quite as far. The topics will include "Bringing the Classroom to Life: Hands-On Strategies for KY Core Content Areas" and "Downtown to Down Home: Urban Culture in Rural Kentucky."

Teaching in Action Series

The Teaching in Action Series is an exciting new opportunity for KECSAC programs to share their classroom and administrative strategies with a small group of colleagues from their area. Participants will enjoy hands-on demonstrations of successful techniques from practitioners in State Agency Children programs.

Census

The KECSAC annual census provides a one day “snapshot” of this unique population of Kentucky students. On December 1, 2008, 3,291 state agency children were educated in 105 programs located in 53 Kentucky school districts. Fifty percent (50%) of the total population of SAC is served by the Department for Community Based Services (DCBS). In 2008, 53 DCBS programs were contracted to provide services to state agency children. Forty-six percent (46%) of the total population of SAC is under the care of the Department for Juvenile Justice (DJJ). DJJ operates 47 programs. Four percent (4%) of the total population of SAC received services from one of six mental health day treatment programs.



The number of students served on December 1st represents just a portion of the total number of youth served for the entire year. Over 19,000 different state agency children were educated in KECSAC funded programs for the twelve month period between December 3, 2007 and December 1, 2008.

The largest population of state agency students is in the high school grade level. As depicted in Table I, on December 1, 2008, 2,253 students in grades 9-12 were educated in KECSAC programs. This represents sixty-eight percent (68%) of the total population on census day. Grades 4-6 have seen the most dramatic increase in state agency children according to data reported on census day. In 2004

there were 124 SAC in grades 4-6. That number rose to 263 in 2008, representing a one-hundred twelve percent (112%) increase in the number of students in grades 4-6.

Nearly forty-three percent (43%) of all state agency children are identified with a disability. Twenty-five percent (25%) are identified with a Low Incident Disability while seventeen percent (17%) are identified with a Moderate Incident

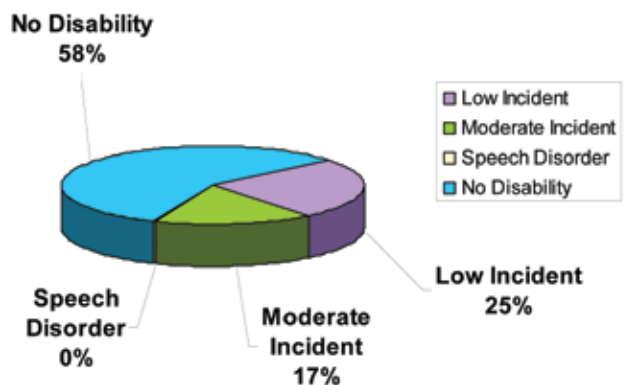
Disability. Of the thirteen disability categories that can affect a student’s academic performance, the Emotional Behavioral Disorder category is the category most frequently identified in state agency children with forty-three percent (43%) of students identified with a disability falling in this category. The next largest category is Other Health Impairments, which refers to chronic health problems, with eighteen percent (18%) of the students with disabilities falling in this category. Other significant categories include Mild Mental Disability with thirteen percent (13%) and Multiple or Severe Disabilities with twelve percent (12%).

Table I

December 1 SAC By Grade Level		
Grade	2008	
	Number	Percent
Pre-K	4	.12%
K-3	134	4.07%
4-6	263	7.99%
7-8	579	17.59%
9-12	2253	68.46%

Chart II

**State Agency Children by Disability Category
December 1, 2008**



Fiscal Report

(As of April 1, 2009)

DJJ Contract # P02 523 0800016259

Operating Funds	Funds Expended	Percentage Expended
\$ 653,005	\$ 386,697.38	64%
State Agency Children’s Fund	Funds Expended	Percentage Expended
\$ 9,761,095	\$ 4,007,727	41%

Achieve3000

The Achieve3000 pilot, funded in part by a \$50,000 grant from the Kentucky Department of Education and matching funds from KECSAC, continues to provide good data indicating the usage of online curricular supplements. In February there were 485 active users and in March 551 active users of the literacy program. Each student averaged six (6.1) completed written assignments and nine (9) multiple choice activities per month. Students logged on an average of 2,765 hours of usage per month.

Best Practice Sites

To formally recognize the provision of high quality educational services in alternative education programs, KECSAC and the Kentucky Department of Education instituted an opportunity for superintendents to nominate their exemplary alternative education programs for selection as Best Practice Sites in the third quarter. Each alternative education program selected as a Best Practice Site will receive \$1,000 for instructional support and be recognized at an upcoming meeting of the Kentucky Board of Education (KBE). Superintendents and School Administrators can identify their program strengths and apply to be Best Practice Sites in one area of Curriculum, Instruction, and Assessment; Culture, Support, and Professional Development Leadership; or Resources/Organization and Planning. Some of the programs selected as Best Practice Sites may serve as locations for the Teaching in Action Series in the 2009-2010 school year.

SACSAA Meeting in Spring 2009

KECSAC implemented a virtual format for the Spring SACSAA (State Agency Children School Administrators Association) meeting in March of 2009. The interactive video conferencing format allowed KECSAC educators and administrators to travel short distances to one of the seven hosting institutions (Eastern Kentucky University-Richmond Campus; Eastern Kentucky



The large video conferencing screen displayed the six other sites for maximum interactive capacity.



Dr. Ronnie Nolan, KECSAC's Acting Director, and Donna Buckley, SACSAA President, led the virtual meeting from the Eastern Kentucky University-Richmond campus site.

University-Corbin Campus; Western Kentucky University; Morehead State University; Murray State University; Jefferson County-Westport TAPP School; and the Pike County School Board) rather than traveling to one central location. With the budget cuts and travel restrictions due to the national economic downturn, this move saved money and put KECSAC on the cutting edge of conferencing and professional development technology. This Spring SACSAA meeting in the virtual format proved a success and was adopted for future Spring SACSAA meetings. The annual Fall meeting will continue as an in person statewide event.

Universal Assessment Tool

The Kentucky Department of Education issued a Request for Proposals (RFP) in the third quarter for an assessment tool that could be adopted as a universal assessment tool in reading and math for all KECSAC programs. The vendor must provide a hosted website with security-based access or a plan for using a dedicated server housed in Kentucky. While the primary goal for this assessment is to provide diagnostic information that will assist in improving content knowledge and skill development for individual students, KDE and KECSAC desire the ability to use the assessment results and normative data provided by the assessment to examine growth of students and/or the growth within the facility or program. In order to meet our focus on growth, students must have the opportunity for multiple assessments across the school year (i.e., three or four times) so the pool of questions available must be adequate to allow for multiple testing sessions without exposure of the same questions. KECSAC hopes to implement the universal assessment tool in July 2009.



KECSAC

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"Working Together to Educate All of Kentucky's Children"

Kentucky Department of Education
Kentucky Department of Juvenile Justice
Kentucky Department for Community Based Services
Kentucky Department for Mental Health, Developmental Disabilities, and Addiction Services
State Agency Children School Administrator Association
Local Education Agencies
Eastern Kentucky University/College of Education

