

**KENTUCKY EDUCATIONAL COLLABORATIVE
FOR STATE AGENCY CHILDREN (KECSAC)
PROGRAM IMPROVEMENT TOOL**

Program Name _____

District _____

Site Visit Date(s) _____

Program/School Administrator(s) _____

Program Improvement Specialist(s) _____

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

RUBRIC

<u>Levels of Program Performance</u>		<u>Ratings: (4 – high/1 – low)</u>
• EX	Exemplary Level of Development and Implementation	4
• FF	Fully Functioning and Operational Level of Development and Implementation	3
• LP	Limited or Partial Development and Implementation	2
• LN	Little or No Development and Implementation	1
• NA	Not Applicable (Explain in Monitor Comment Section)	

ACADEMIC PERFORMANCE (CURRICULUM)

Standard 1: The program develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	EX 4	FF 3	LP 2	LN 1	NA
1.1a: There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.					
1.1b: The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).					
1.1c: The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.					
1.1d: There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).					
1.1e: The school curriculum provides specific links to continuing education, life and career options.					
1.1f: There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.					
1.1g: The curriculum provides access to a common academic core for all students.					
* 1.a: Curriculum selection is dependent on student grade, functional and performance levels, learning styles, multiple intelligences, emotional intelligences and behavior management needs and includes control for individual and small group instruction.					
* 1.b: Character education, social skill, and behavior competence curricula are integrated within the education and treatment program components.					
* 1.c: Discussion takes place among education and treatment staff regarding curriculum standards.					

* Alternative Education Research-Based Strategies

Samples of Supporting Evidence:

504 Plan	Assessment Data	Gap Analysis Data
		Individual Learning Plan (ILP)
		Individual Graduation Plan (IGP)
Individual Education Plan (IEP)	Individual Growth Plans	Individual Plan of Instruction (IPI)
		Gifted Student Service Plan (GSSP)
Lesson Plans	Local Documents (e.g. curriculum mapping)	Meeting Records (i.e. Agenda, Minutes)
Observations	PD Plans	Professional Resources/Materials
Program Improvement Plan	Social Skills Curriculum	State Documents
Units of Study	Other	

Standard 1 – Comments: (KECSAC Program Improvement Specialists)

ACADEMIC PERFORMANCE (ASSESSMENT)

Standard 2: The school/program utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	EX 4	FF 3	LP 2	LN 1	NA
2.1a: Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.					
2.1b: Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.					
2.1c: Students can articulate the academic expectations in each class and know what is required to be proficient.					
2.1d: Test scores are used to identify curriculum gaps.					
2.1e: Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.					
2.1f: Performance standards are clearly communicated, evident in classrooms and observable in student work.					
2.1g: Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.					
2.1h: Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.					
*2.a: 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.					
*2.b: Education and treatment staffs collaborate and use behavior, social rating, learning style and career interest assessments to improve student learning.					
**2.c: Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs.	Yes		No		

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Assessment Date	GSSP	IEP
ILP/IGP	Interviews	IPI
Lesson Plans	PD Activities or Plans	Performance Levels
Professional Materials/Resources	Program Improvement Plan	Samples of Assessment
Signed Code of Ethics Documents	Schedules	Scoring Guides/Rubrics
Student Portfolios /Writing Folders	Student Work Samples	Units of Study Accompanying Assessment Tasks
Writing Samples	Other	

Standard 2 – Comments: (KECSAC Program Improvement Specialists)

ACADEMIC PERFORMANCE (INSTRUCTION)

Standard 3 – The school’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	EX 4	FF 3	LP 2	LN 1	NA
3.1a: There is evidence that effective and varied instructional strategies are used in all classrooms.					
3.1b: Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.					
3.1c: Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.					
3.1d: Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.					
3.1e: There is evidence that teachers incorporate the use of technology in their classrooms.					
3.1f: Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.					
3.1g: Teachers examine and discuss student work collaboratively and use this information to inform their practice.					
3.1h: There is evidence that homework is frequent and monitored and tied to instructional practice.					
*3.a: High-quality academic instruction that is aligned with individual student learning needs is evident.					
*3.b: Highly structured classrooms include behavior management and student self-management skills instruction.					
*3.c: High-quality diagnostic instruction has value, meaning and relevance for students.					
**3.d: All educators meet state certification requirements.	Yes		No		

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Assessments Data	Budget Allocations	Classroom Assessments
Class Syllabi	Digital Cameras/SMART (or Other Active)Boards/PowerPoint/Scanner/Classroom Computers for Teacher and Student Use	Individual Growth Plans
Interviews	IPI, IEP, GSSP	
Lesson Plans	Meeting Records (i.e. Agenda, Minutes)	Observations
PD Plan	Program Improvement Plan	Student Work Samples

Standard 3 – Comments: (KECSAC Program Improvement Specialists)

LEARNING ENVIRONMENT (CULTURE)

Standard 4 – The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	EX 4	FF 3	LP 2	LN 1	NA
4.1a: There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).					
4.1b: Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.					
4.1c: Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.					
4.1d: Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.					
4.1e: Teachers recognize and accept their professional role in student success and failure.					
4.1f: The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.					
4.1g: Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).					
4.1h: There is evidence that the teachers and staff care about students and inspire their best efforts.					
4.1i: Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.					
4.1j: There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).					
4.1k: The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.					
*4.a: Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.					
*4.b: Highly structured classrooms include behavior management and provide opportunities for high rates of positive reinforcement.					
*4.c: Constructive, rather than punitive, emphasis in behavior management offers rewards for acceptable behavior and compliance.					
**4.d: 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 aid and fifteen (15) students to one (1) teacher with a classroom aid.	Yes		No		

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Committees	Discipline Handbooks	IEPs, IPIs, GSSP
Individual Treatment Plans	Interviews	Meeting Records (i.e. Agendas, Minutes)
Mission/Belief Statements	Observations	Program Improvement Plan
Safety Plans	Schedules	Standard Operational Procedures (SOP) Manual
Surveys	Other	

Standard 4 - Comments: (KECSAC Program Improvement Specialists)

LEARNING ENVIRONMENT (SUPPORT)

Standard 5 – The district, schools, and program work with families and community groups to remove barriers to learning in a effort to meet the intellectual, social, career, and developmental needs of students.	EX 4	FF 3	LP 2	LN 1	NA
5.1a: Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.					
5.1b: Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).					
5.1c: The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.					
5.1d: Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.					
5.1e: The school maintains an accurate student record system that provides timely information pertinent to the student’s academic and educational development.					
*5.a: Adult mentors use constructive reinforcement.					

* Alternative Education Research-Based Strategies

Samples of Supporting Evidence: Identify by indicator number/letter.

Co-curricular Programs	Communication Records	Community Advisory Committee
IEPs, IPIs, ITPs, GSSP	ILP, IGP	Lesson Plans
Meeting Records (i.e. Agendas, Minutes)	Mentoring/Tutoring Program	Observations
Parent Interviews	Program Schedules	Staff Interviews
Student Records	Surveys	Volunteer Schedule

Standard 5 – Comments: (KECSAC Program Improvement Specialists)

LEARNING ENVIRONMENT (PROFESSIONAL DEVELOPMENT)

Standard 6 – The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.	EX 4	FF 3	LP 2	LN 1	NA
6.1a: There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.					
6.1b: The school has an intentional plan for building instructional capacity through on-going professional development.					
6.1c: Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.					
6.1d: Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.					
6.1e: Professional development is on-going and job-embedded.					
6.1f: Professional development planning shows a direct connection to an analysis of student achievement data.					
6.2a: The school/district provides a clearly defined evaluation process.					
6.2b: Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.					
6.2c: The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.					
6.2d: Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.					
6.2e: The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.					
6.2f: Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.					
*6.a: Education and treatment staffs use PD and student need assessment data to identify interventions and measure specific student outcomes.					
**6.b: An individual growth plan is available and is supported by an individual professional development plan for all education staff.					

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Effective Instructional Leadership Act (EILA) Records	Interviews	Individual Growth Plans
Observations	PD Activities	PD Offerings
Program Improvement Plans	School Calendar	Staff Evaluations
Surveys/Interviews	Other	

Standard 6 – Comments: (KECSAC Program Improvement Specialists)

EFFICIENCY (LEADERSHIP)

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	EX 4	FF 3	LP 2	LN 1	NA
7.1a: Leadership has developed and sustained a shared vision.					
7.1b: Leadership decisions are focused on student academic performance and are data-driven and collaborative.					
7.1c: There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.					
7.1d: There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.					
7.1e: Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.					
7.1f: Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.					
7.1g: Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.					
7.1h: The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.					
7.1k: There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.					
**7.a: Leadership works collaboratively with staff, students, parents/guardians, families and communities for involvement and effectiveness.					
**7.b: Leadership interviews prospective new teachers and provides the local school district with interview results.					
**7.c: Leadership designates a school administrator who is the instructional leader of the educational program.	Yes		No		
**7.d: Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings.	Yes		No		
**7.e: Leadership reinforces the program mission, beliefs and goals.					
**7.f: Leadership regulates policies, establishes procedures and reinforces practices to create a positive climate.					

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Administrator Growth Plans	Budget Reports	EILA Records
Interviews	Meeting Records (i.e. Agendas, Minutes)	Observations
PD Activities	Program Improvement Plan	Schedules
Student Data Results	Survey Results	Unit/Lesson Plans
Vision and Mission Statements	Other	

Standard 7 – Comments: (KECSAC Program Improvement Specialist)

EFFICIENCY (RESOURCES/ORGANIZATION)

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff	EX 4	FF 3	LP 2	LN 1	NA
8.1a: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.					
8.1b: The master class schedule reflects all students have access to all of the curriculum.					
8.1c: The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.					
8.1d: There is evidence that the staff makes efficient use of instructional time to maximize student learning.					
8.1e: Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).					
8.1f: The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).					
8.2a: The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.					
8.2b: The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.					
8.2c: School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.					
8.2d: State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.					
**8.1g: Normal accounting procedures are followed and records are available.					
**8.1h: Students are included in the district count for allocation of technology funds and have access to Kentucky Education Technology System (KETS).					
**8.1i: Instructional materials are comparable (quality/quantity) to those provided to regular school students.					
**8.1j: Adequate space is provided for education and treatment services that meet state regulations.					

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Budget Reports	Discipline Logs	Interviews
Lesson Plans	Master Schedule	Meeting Records (i.e. Agendas, Minutes)
Program Improvement Plan	Student Schedules	Survey Results
Suspension Logs	Teacher Certifications	Other

Standard 8 – Comments: (KECSAC Program Improvement Specialists)

EFFICIENCY (PLANNING)

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.	EX 4	FF 3	LP 2	LN 1	NA
9.1a: There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.					
9.2a: There is evidence the school/district planning process involves collecting, managing and analyzing data.					
9.2b: The school/district uses data for school improvement planning.					
9.3a: School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by the planning team.					
9.3b: The school/district analyzes their students' unique learning needs.					
9.3c: The desired results for student learning are defined.					
9.4a: Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.					
9.4b: The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.					
9.5a: The action steps for school improvement are aligned with the school improvement goals and objectives.					
9.5b: The plan identifies the resources, timelines, and persons responsible for carrying out each activity.					
9.5c: The means for evaluating the effectiveness of the improvement plan are established.					
9.5d: The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.					
9.6a: The plan is implemented as developed.					
9.6b: The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.					
9.6c: The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.					
9.6d: There is evidence of attempts to sustain the commitment to continuous improvement.					
**9.a: Student writing portfolios and/or working folders are forwarded to the receiving school as part of the educational records when a youth transitions from a program.	Yes		No		

**9.b: Educational records are requested from the sending school.	Yes	No
**9.c: Educational records are forwarded to the receiving school within five days following the release of the student from the school/program.	Yes	No
**9.d: An educational passport is prepared.	Yes	No
**9.e: The Kentucky Department of Education mandated school days (175) with 6-hours instructional time are provided.	Yes	No
**9.f: An annual interagency agreement between the local school district and the treatment program exists.	Yes	No
**9.g: School personnel participate in treatment planning meetings.		
**9.h: Time sheets for educational and treatment staffs are maintained.	Yes	No
**9.i: Personnel who are assigned to the program are afforded all the amenities of school district faculty and/or staff.		
**9.j: The KECSAC mandated extended school calendar includes 35 additional days, each with a minimum of 4 hours of direct instruction.	Yes	No
**9.k: School personnel support and participate in activities to promote positive student transitions between schools and programs.		

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Samples of Supporting Evidence:

Academic/Non-Academic Data	Attendance Reports	Educational Records
Educational Passports	Interagency Agreement	Interviews
KECSAC Extended Calendar	Meeting Records (i.e. Agendas, Minutes)	Memorandum of Agreement
Program Improvement Plan	Student Portfolios/Writing Folders	Student Transition Plan
Survey Results	Time Sheets	Transition Counselor
Transition Meeting Minutes	Transition Meeting Minutes	Vision and Mission Statements Goals and Objectives

Standard 9 – Comments: (KECSAC Program Improvement Specialists)