



KECSAC
Program Improvement Tool
Standards, Indicators, Descriptors and Evidence (SIDE)

ACADEMIC PERFORMANCE

Standard 1 – Curriculum

The program develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Indicators	Descriptors	Evidence
<p>1.1a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.</p>	<p>The curriculum defines what students should know and be able to do based on standards documents; promotes in-depth study; connects with different content areas; and addresses age and developmental levels.</p>	<ul style="list-style-type: none"> • Kentucky’s Core Content for Assessment • Program of Studies • District Aligned Curriculum • Unit/Lesson Plans • Core Content for Assessment Categories/Sub-Categories
<p>1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).</p>	<p>The district, schools, and program initiate and facilitate discussions about curriculum across grades levels (vertically) and content areas (horizontally).</p>	<ul style="list-style-type: none"> • Content Integration • Curriculum Mapping • Departmentalization/Grouping • Collaboration with Regular Schools • Observation/Interview • Meeting Records (i.e.. Agendas, Minutes) • Individual Growth Plans • Individual Education Plan (IEP)
<p>1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.</p>	<p>District leadership systematically initiates and facilitates discussions among school staffs to eliminate gaps or overlaps in the curriculum within each school and between schools.</p>	<ul style="list-style-type: none"> • Curriculum Mapping • Unit/Lesson Plans • Faculty Meetings • Meeting Records (i.e.. Agendas, Minutes) • Interviews
<p>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).</p>	<p>The program identifies and documents transition points among grade levels and core and non-core content areas.</p>	<ul style="list-style-type: none"> • Common Planning Time • Mapping • Interdisciplinary Units • Core Content for Assessment Categories/Sub-Categories • Unit/Lesson Plans with Re-teaching and Enrichment

Indicators	Descriptors	Evidence
<p>1.1e The school curriculum provides specific links to continuing education, life and career options.</p>	<p>The curriculum includes a variety of options for continuing education; experiences for career options; preparation to be useful citizens; and development of an Individual Graduation Plan (IGP).</p>	<ul style="list-style-type: none"> • Master Schedule • Student Schedules/IGP • Core/Non-Core Content • Non-Academic Rates (i.e., dropout, graduation, transition to adult life) • Career Assessment • Individual Growth Plans
<p>1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.</p>	<p>The program has a systematic on-going process in place to monitor, review, and evaluate curriculum at least annually.</p>	<ul style="list-style-type: none"> • Needs Assessment Data • Results Documents • Meeting Schedule/Minutes • Committee/Work Group Membership • Interviews
<p>1.1g The curriculum provides access to a common academic core for all students.</p>	<p>The curriculum demonstrates high expectations, higher order thinking, and problem solving; addresses the learning needs of all; and communicates standards and expectations to all students.</p>	<ul style="list-style-type: none"> • Master Schedule • Teacher Certification/Assignments • Student Class Schedules • Unit/Lesson Plans • Interviews
<p>* 1.a Curriculum selection is dependent on student grade levels, performance levels, learning styles, multiple intelligences, emotional intelligences, behavior management needs; and includes control for individual and small group instruction.</p>	<p>Needs assessment data is used to identify individual student academic; behavior, social, emotional, attitude/relationship; and career/vocational instructional levels.</p>	<ul style="list-style-type: none"> • State Tests (i.e., KCCT, CTBS), • Other Academic Standardized Tests (i.e., behavior rating scales, social maturity surveys, learning styles/multiple intelligence assessments, career interest inventories). • Classroom/Treatment Assessments • Collaboration Between Education and Treatment Staff • IEP • Gap Analysis Data

Indicators	Descriptors	Evidence
<p>*1.b Character education, social skills, life skills, and behavior competence curricula are integrated with the education and treatment program components.</p>	<p>Curricula are integrated within academic content areas; taught as a stand alone course or team-taught; or addressed during individual/group treatment sessions.</p>	<ul style="list-style-type: none"> • Treatment/Educational Staff Meeting Schedule/Minutes • Unit/Lesson Plans • Master Schedule • Interviews/Observation
<p>*1.1c Discussion takes place among education and treatment staff regarding curriculum standards.</p>	<p>The district, schools, and program initiate and facilitate discussions about curriculum across grades levels (vertically) and content areas (horizontally).</p>	<ul style="list-style-type: none"> • Content Integration • Curriculum Mapping • Departmentalization/Grouping • Collaboration with Regular Schools • Observation/Interview • Meeting Records (i.e.. Agendas, Minutes)

* Alternative Education Research-Based Strategies

Standard 2 – Assessment

The school/program utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicators	Descriptors	Evidence
2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.	Assessments are aligned with the curriculum, frequent, and provide a variety of opportunities to measure learning; are rigorous, authentic, and based on multiple sources of assessment data.	<ul style="list-style-type: none"> • Student Performance Reports • Unit/Chapter Test Results • Student Work Samples • Student Portfolios/Writing Portfolios
2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.	Assessments are valid, appropriate, and reflect authentic assessment tasks.	<ul style="list-style-type: none"> • Test Item Analysis • Release Items/Scrimmage Tests • Test Results, Projects, Models • Unit/Lesson Plans
2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.	Students articulate what they know and communicate strengths; teachers collaborate and use scoring guides (rubrics).	<ul style="list-style-type: none"> • Student Work Samples • Classroom Test Results • Meeting Schedule/Minutes • Scoring Guide (Rubric) • Interviews and Observation
2.1d Test scores are used to identify curriculum gaps.	School staff analyzes assessment results and disaggregates data to identify curriculum gaps to determine what students know and are able to do.	<ul style="list-style-type: none"> • Individual Student Performance (i.e., Core Content for Assessment/sub-categories and other diagnostic assessments) • Teacher-Made Tests • Standardized Achievement Tests

Indicators	Descriptors	Evidence
2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.	Multiple opportunities and forms of classroom assessments provide meaningful feedback for students.	<ul style="list-style-type: none"> • Multiple Choice Test-Taking Results • Open-Response Test-Taking Results • Writing Portfolio Samples • Portfolios, Projects, Research
2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.	Performance standards and performance level descriptions are used to develop scoring guides (rubrics), to create student work models, and to ensure that assessment tasks are age appropriate.	<ul style="list-style-type: none"> • Observation • Displays • Examples/Models/Benchmarks/Released Items • Unit/Lesson Plans
2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.	The district, schools, and program provide disaggregated results, purposes of assessment; training, test-taking practice, sequenced approaches to writing portfolios development, and monitoring of the development of scoring guides.	<ul style="list-style-type: none"> • District/School/Program Disaggregated Sub-Group Data • Student Cumulative Folder Information • Due Process Folder Information • IEP, IPI, ILP/IGP, GSSP
2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.	Teachers and other educational staff collaborate and regularly analyze classroom assessments.	<ul style="list-style-type: none"> • Meeting Records (i.e. Agendas, Minutes) • Result Documents • Observation • Student Work Samples
*2.a Formal and informal assessments are used to identify causes of behavior, reasons for the behaviors, replacement behaviors, student interview/involvement, and use of multi-component interventions that influence students.	Universal, targeted, and intensive intervention strategies are used throughout the school, within classrooms, and for individual students, respectively.	<ul style="list-style-type: none"> • Safe School Plan • Instructional Discipline Plan • Functional Behavior Assessments • Behavioral Intervention Plans • Individual Student Assessment Results • Point/Level Systems • Modeling

Indicators	Descriptors	Evidence
<p>*2.b Education and treatment staff collaborates, use behavior, social rating, learning styles, and career interest assessments to improve student learning.</p>	<p>The program and classroom learning environment is safe and orderly, highly structured, and positive rather than punitive.</p>	<ul style="list-style-type: none"> • Safe School Plan • Code of Conduct • Staff, Family, Student Handbooks • Program Defined (i.e., purpose, type) • Mission, and Belief Statements • Classroom Rules and Routines • Meeting Schedule/Minutes • Program and Student Assessment Results
<p>**2.c Youth are assessed formally and/or informally within 30 days of enrollment to determine educational needs.</p>	<p>Yes/No</p>	<ul style="list-style-type: none"> • Student Assessments • Cumulative Folders • Due Process Folders • Passports/STI (SSTS) • IEP, IPI, ILP/IGP, GSSP

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Standard 3 – Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Indicators	Descriptors	Evidence
3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.	Teachers use a variety of student-centered instructional strategies; address various learning styles and multiple intelligences; require higher order thinking; and integrate content.	<ul style="list-style-type: none"> • Lesson Plans (i.e., goals, objectives, activities, materials, assessment) • Equipment and Supplies • Appropriate Physical Space • Strategies (i.e., direct, indirect, student centered, peer, collaborative)
3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.	Instruction is aligned with the state and district, curriculum, and learning activities require students to complete assessment tasks similar to those on state assessments.	<ul style="list-style-type: none"> • Unit/Lesson Plans • Assessments (i.e., KCCT, CTBS, classroom) • Writing Portfolios • Open Response/On-Demand Writing
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.	Leadership monitors unit/lesson plans and instruction; ensures that learning needs and styles are addressed; and supports instruction that is connected to real-life experiences.	<ul style="list-style-type: none"> • Classroom Observations • Staff Performance Evaluations • Unit/Lesson Plans • Curriculum • Student Individual Assessments • IEP, IPI, ILP/IGP, GSSP
3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.	Certified teachers in specific content areas are recruited and assigned to certified areas; participate in PD; demonstrate content knowledge and communication skills.	<ul style="list-style-type: none"> • Certificates, Diplomas, References • Teacher Interview Results • Individual Growth Plans • Observation • Evaluation • PD/Workshop Attendance and Collegial Collaboration

Indicators	Descriptors	Evidence
3.1e There is evidence that teachers incorporate the use of technology in their classrooms.	Technology is an integral part of instruction; used regularly; and is available and accessible to all students.	<ul style="list-style-type: none"> • Unit/Lesson Plans • Observation • Hardware, Software, Internet • Laboratories and Learning Centers
3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.	A variety of print and electronic resources are available that reflect diversity, multiculturalism, and are developmentally appropriate.	<ul style="list-style-type: none"> • Equipment, Supplies, Materials • Curriculum • Textbooks, Media Center Availability • Unit/Lesson Plans
3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.	Teachers meet regularly to analyze student work, writing samples, and released items: and apply a process to examine student work.	<ul style="list-style-type: none"> • Schedule/Meeting Minutes • Portfolios, On-Demand Writing Samples • KCCT Released Items • Open Response/Multiple Choice Test Results • Program of Studies/Core Content for Assessment Categories and Sub-Category Analysis Results
3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.	Homework in all classrooms is monitored, frequent, and intentionally extends student learning and provides opportunities for authentic application.	<ul style="list-style-type: none"> • Lesson Plan/Units of Study • Student Homework Samples • Schedule • Formative Assessment Grades • Extended School Services (ESS) Records
*3.a High-quality academic instruction that is aligned with individual student learning needs is evident.	Teachers use direct instruction and learning strategies; control for difficulty of instruction; use small, interactive groups; and employ directed response and questioning of students.	<ul style="list-style-type: none"> • Observation • Unit/Lesson Plans • Student Needs Assessment Data • IEP, IPI, ILP/IGP, GSSP • Supplemental and Extended Curriculum
*3.b Highly structured classrooms include behavior management and student self-management skill instruction.	Teachers use point level systems for structure; self-management skills are taught; high rates of positive reinforcement are observed; high academic expectations are stressed; and transition strategies are used.	<ul style="list-style-type: none"> • Observation • Rules, Routines • Consistency, Fairness • Level/Point Systems • Social Skills Curriculum • IEP, IPI, ILP/IGP, GSSP

Indicators	Descriptors	Evidence
* 3.c High-quality diagnostic instruction has value, meaning, and relevance for students.	Teachers use diagnostic instruction to monitor student learning that are correlated with the curriculum.	<ul style="list-style-type: none"> • Observation/Evaluation • Student Achievement Results • Lesson Plans • Curriculum • IEP, ITP, ILP/IGP, GSSP
** 3.d All educators meet state certification requirements.	<ul style="list-style-type: none"> • Yes/No 	<ul style="list-style-type: none"> • Certificates

- Alternative Education Research-Based Strategies
- ** KECSAC (documentation required)

LEARNING ENVIRONMENT

Standard 4 – Culture

The district, schools, and program function as an effective learning community and support a climate conducive to performance excellence.

Indicators	Descriptors	Evidence
4.1a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).	Physical structures of the school are safe; policies and practices are consistently enforced; academic and behavior standards are defined; and the learning environment is evaluated regularly.	<ul style="list-style-type: none"> • Safe School Data • Code of Conduct • Staff, Family, Student Handbook • Mission and Belief Statements • Office Referrals • Physical Plant • Safe School Assessment (Kentucky Center for School Safety) • District Comprehensive School Improvement Plan
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.	Leadership supports mission and belief statements; promotes programs for families and communities; shares successes; focuses on academic achievement for all students; and creates a schedule for teacher collaboration.	<ul style="list-style-type: none"> • Vision and Mission Statements • Family/Guardian Involvement Activities • Community Involvement Activities • Communication With All Stakeholders • Master Schedule
4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.	<p>Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves, and provide the structure and support to ensure student success.</p> <p>Teaches model respect, build rapport, and uniformity support the school's behavioral expectations.</p>	<ul style="list-style-type: none"> • Lesson/Unit Plans • Observations • Student/Parent Handbooks • Posted Behavior Standards • Master Schedule • Use of Instructional Time • Individual Growth Plan • Student Work Samples • Behavior Intervention Plan • Posted Academic Standards and Rubrics
4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.	Staff (teaching and non-teaching) is guided by mission and belief statements and practice effective decision-making skills; a committee structure exists; and the climate encourages support and growth.	<ul style="list-style-type: none"> • Committee and Work Group Meetings Schedule and Minutes of Meetings • Observation • Interviews • Individual Growth Plans

Indicators	Descriptors	Evidence
<p>4.1e Teachers recognize and accept their professional role in student success and failure.</p>	<p>Teachers recognize and acknowledge their responsibility for student success.</p> <p>Teachers demonstrate in a variety of ways the belief that their instruction is a primary instrument for student achievement.</p>	<ul style="list-style-type: none"> • Interviews • Professional Resources • Individual Growth Plans • Student Evaluations • Participation in Committees • Individual Growth Plans • Student Engagement in Lessons • Lesson/Unit Plans
<p>4.1f: The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.</p>	<p>A variety of print and electronic resources are available that reflect diversity, multiculturalism, and are developmentally appropriate.</p>	<ul style="list-style-type: none"> • Equipment, Supplies, Materials • Curriculum • Textbooks, Media Center Availability • Unit/Lesson Plans
<p>4.1g Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).</p>	<p>Parents/guardians are contacted on a regular basis and progress reports are sent home or to DJJ/DCBS staff.</p>	<ul style="list-style-type: none"> • Progress Reports, Conferences, E-Mail, Telephone • Interviews
<p>4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.</p>	<p>Teachers have high academic and behavioral expectations for all children; use motivating and engaging instructional strategies; and access support when needed.</p>	<ul style="list-style-type: none"> • Academic Guidelines • Discipline Guidelines • Universal School-Wide, Targeted, and Intensive Prevention/Intervention Strategies • Lesson Plans • IEP, IPI, ILP/IGP, GSSP • Modeling
<p>4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</p>	<p>The school publishes and implements a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders.</p>	<ul style="list-style-type: none"> • Committees • Student, Teacher, and Parent Handbooks • Progress/Report Cards • Transcripts • Passports • Newsletters • Website/Email • ILP • Transition Plans • Brochures • Pamphlets

Indicators	Descriptors	Evidence
<p>4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).</p>	<p>School staff regularly and equitably recognizes and celebrates the academic accomplishments of the students in all content areas, including formal and informal recognition.</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Transcripts • Progress/Report Cards • Assemblies/Recognition Ceremonies • Displays of Student Work • Honor Roles • Student Achievement Results
<p>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.</p>	<p>Cultural responsiveness is reflected in instructional strategies and practices, and they are seamlessly integrated into all school programs and activities.</p> <p>School staff establishes and sustains a culture that lessens the impact of physical, cultural, and socioeconomic factors on learning.</p>	<ul style="list-style-type: none"> • Advisory Groups • Survey Results • Observations • Lesson/Unit Plans • Program Improvement Plan • Staff/Student/Parent Interviews • Master Schedule • Suspension/Detention Records
<p>*4.a Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.</p>	<p>Physical, cultural, socio-economic, racial/ethnic, disability, and gender differences among all staff and students are considered before program and service decisions are made. Equipment, supplies, and materials are distributed equitably among all staff for each student.</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Budget • Equipment, Supplies, Material Availability • Rules and Routines • Observation of Dignity and Respect for One Another

Indicators	Descriptors	Evidence
<p>*4.b Highly structured classrooms include behavior management and provide opportunities for high rates of positive reinforcement.</p>	<p>Teachers use a behavioral management plan, provide positive reinforcement, stress high expectations, and encourage transitions.</p>	<ul style="list-style-type: none"> • Observation • Rules, Routines • Consistency, Fairness • Level/Point Systems • Social Skills Curriculum • IEP, IPI, ILP/IGP, GSSP
<p>*4.c Positive rather than punitive emphasis on behavior management offers rewards for acceptable behavior.</p>	<p>Rewards are given for acceptable behavior; classroom rules are clear and directly taught; and initial rich reinforcement fades to normal levels as behaviors improve.</p>	<ul style="list-style-type: none"> • Rewards System (i.e. Assemblies, Certificates, Field Trips, Tangible and Verbal Reinforcement) • Point/Level Systems • Behavior Modification Plans • Code of Conduct • Universal, Targeted, Intensive Intervention Strategies • IEP IPI, ILP/IGP, GSSP
<p>**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.</p>	<ul style="list-style-type: none"> • Yes/No 	<ul style="list-style-type: none"> • Program Reports • KECSAC Census Data • Average Daily Attendance

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Standard 5 - Support

The district, schools, and program work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Indicators	Descriptors	Evidence
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.	Family programs are available; partnerships between the program and the community exist; and students have an opportunity to be involved in the community.	<ul style="list-style-type: none"> • Family/Parent and Community Involvement Activities • Meeting Schedule and Minutes • Service Learning • School-To-Work • Advisory Council
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).	Participation in ESS programs is monitored and designed to support and promote individual student achievement. Targeted students receive support services from ESS, FRYSC, Title I, and guidance counselors.	<ul style="list-style-type: none"> • Master Schedule • Individual Student Schedules • Full Service Commitment • ESS/FRYSC/Title 1 Student Roster
5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.	A variety of instructional resources and materials are available; written policy exists to refer students for all health needs; strategies are developed for students with learning problems; all teachers receive PD to support individual professional growth; instructional grouping is used; and adequate financial resources are allocated.	<ul style="list-style-type: none"> • Educational and Treatment Staff Collaboration (i.e., Title I, FRYSC, DJJ, DCBS, IDEA, KETS, Grants) • PD Calendar • Individual Growth Plans • Unit/Lesson Plans • Written Policies • Budget
5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.	Communication exists among classroom teachers, ESS, and FRYSC staff. ESS is used to promote student achievement; assessment strategies are used to identify individual needs; co-curricular programs exist; students have opportunities for citizenship and service learning; and practices are monitored regularly.	<ul style="list-style-type: none"> • Meeting Schedule/Minutes • Student Assessments • Master Schedule • Unit/Lesson Plans • Curriculum • ESS/FRYSC/Title 1 Student Roster • Mentoring • Tutoring

Indicators	Descriptors	Evidence
5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.	A student profile of academic development is maintained; multiple sources of data are reflected; and technology is used.	<ul style="list-style-type: none"> • STI/SSTS • Cumulative/Due Process Folder • IEP, IPI, ILP/IGP, GSSP
*5.a Adult mentors use constructive reinforcement.	The mentoring plan includes training for positive reinforcement, building relationships to establish trust; and tracking and support for achievement, behavior, attendance, and attitude improvement.	<ul style="list-style-type: none"> • Mentoring Plan • Schedule/Meeting Minutes • Evaluation Plan • Sign-In/Sign-Out Log • Community Involvement Activities

* Alternative Education Research-Based Strategies

Standard 6 – Professional Development

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.

Indicators	Descriptors	Evidence
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.	A long-term plan exists to enhance leadership abilities; develop a change process over time; and support professional growth needs.	<ul style="list-style-type: none"> • Needs Assessment Data • Program Improvement Plan • PD Plan • Individual Growth Plans • PD Schedule • Staff/Faculty Handbook • Interviews
6.1b The school has an intentional plan for building instructional capacity through on-going professional development.	The district, schools, and program have identified the instructional needs of all staff; individual and program-wide needs are addressed and identified through a formal process.	<ul style="list-style-type: none"> • Staff Needs Assessment Survey • New Educator Training Attendance • Conferences and Workshop Schedule • Performance Evaluations • Individual Growth Plans • PD Plan • Program Improvement Plan
6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.	PD has a direct connection to student learning goals; identified through an evaluation process; and is on-going and job-embedded.	<ul style="list-style-type: none"> • Needs Assessment Data/Disaggregated Data • Program Improvement Plan • PD Plan • IEP, IPI, ILP/IGP, GSSP
6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.	Communication exists among classroom teachers, ESS, and FRYSC staff. ESS is used to promote student achievement; assessment strategies are used to identify individual needs; co-curricular programs exist; students have opportunities for citizenship and service learning; and practices are monitored regularly.	<ul style="list-style-type: none"> • Meeting Records (i.e. Agendas, Minutes) • Student Assessments • Master Schedule • Unit/Lesson Plans • Curriculum • ESS/FRYSC/Title 1 Student Roster • Mentoring • Tutoring
6.1e Professional development is on-going and job-embedded.	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.	<ul style="list-style-type: none"> • PD Plan/Schedule • Unit/lesson Plans • Master Schedule • Mentor Plan • Evaluation Plan

Indicators	Descriptors	Evidence
6.1f Professional development planning shows a direct connection to an analysis of student achievement data.	School leadership and staff purposefully analyze the impact of past and current professional development on staff behavior and student achievement to plan future professional development experiences.	<ul style="list-style-type: none"> • Program Improvement Plan • Student Data Analysis Summaries/Reports • PD Offerings • Interviews
6.2a The school/district provides a clearly defined evaluation process.	School leadership ensures all school staff members understand the personnel evaluation plan in a timely manner.	<ul style="list-style-type: none"> • Local Board of Education Policy Manual • Evaluation Process Documents • Staff Interviews
6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.	Adequate financial resources are provided, and a process to evaluate appropriateness exists.	<ul style="list-style-type: none"> • Budget • Program Improvement Plan • PD Plan • Staff/Faculty Handbook • Individual Growth Plan
6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.	School leadership uses the personnel evaluation process and the development of individual growth plans to improve the proficiency of the whole school staff to meet current and future students' needs.	<ul style="list-style-type: none"> • Program Improvement Plan • PD Offerings • Evaluation Forms • Local Board of Education Policy Manual Lesson/Unit Plans
6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.	Personnel evaluations are fairly and consistently administered in accordance with the requirements of state statute and regulation.	<ul style="list-style-type: none"> • Staff Member Interviews • Individual Growth Plans • Evaluation Schedule
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.	The District/Program Improvement Plan is based on multiple forms of data; leadership regularly reviews components of the plan; and PD is addressed in individual growth plans.	<ul style="list-style-type: none"> • Student, Staff, and Program Needs Assessment Data • Faculty Meeting Schedule/Minutes • Individual Growth Plans • PD Plan • EILA Records
6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.	PD growth plans are based on formal evaluations; leadership provides assistance with meaningful feedback; growth plans are aligned with the Program Improvement Plan; and resources and avenues of support are available.	<ul style="list-style-type: none"> • Individual Growth Plans • Program Improvement Plan • Performance Evaluations • Clinical Supervision • Master Schedule • Budget • Interviews

Indicators	Descriptors	Evidence
* 6.a Education and treatment staffs use PD and student needs assessment data to identify interventions and measure specific student outcomes.	Meetings take place to determine individual, classroom, and treatment PD needs that provide individual students with academic, emotional, social, and behavioral support.	<ul style="list-style-type: none"> • Student Needs Assessment Data • Staff Needs Survey • Individual Growth Plans • Program Improvement Plan
** 6.b An individual growth plan is available and is supported by an individual professional development plan for all education staff.	Teachers review student needs assessment data to determine their individual PD needs.	<ul style="list-style-type: none"> • Individual Growth Plans • Staff Surveys • Needs Assessment Data • Performance Evaluation Report • PD Plan • Administrators and Teachers

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

EFFICIENCY

Standard 7 – Leadership

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Indicators	Descriptors	Evidence
7.1a Leadership has developed and sustained a shared vision.	School leadership sustains the school vision through various means (e.g. using it as a guide in decision making, displaying it in conspicuous places within and outside school media, and referencing it in school and public gatherings).	<ul style="list-style-type: none"> • Meeting Records (i.e. Agendas, Minutes) • Website • Vision and Mission Statements • Program Improvement Plan • Implementation and Impact Checks • Teacher/Student/Parent Handbooks • Brochures/Pamphlets • Interviews
7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.	State assessment data is analyzed to make decisions focused on academic performance, and a variety of data sources is used.	<ul style="list-style-type: none"> • Program Improvement Plan • State Assessment Data • Meeting Schedule/Minutes • Formal and Informal Assessment Data
7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.	Each administrator’s growth plan focuses on enhancing leadership skills required to effectively perform their varied roles and to promote student achievement in their school.	<ul style="list-style-type: none"> • Needs Assessment Data • Individual Growth Plans of Administrators • Administrator Interviews • Program Improvement Plan

Indicators	Descriptors	Evidence
<p>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.</p>	<p>Academic achievement data is analyzed to inform decision-making for diverse populations, including income level, race/ethnicity, disability, and gender.</p>	<ul style="list-style-type: none"> • State Assessment Data • Sub-Group Population State Assessment Data (i.e., gender, race/ethnicity, disability, poverty)
<p>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.</p>	<p>School leadership ensures that staff members possess of have access to Kentucky's current curriculum documents, other curriculum-related materials and data resources relating to Kentucky's learning goals.</p> <p>School leadership systematically ensures all staff members are sufficiently trained to use school and district curricular and data resources.</p>	<ul style="list-style-type: none"> • Professional Development Documents • Interviews • Lesson/Unit Plans • Program Improvement Plan • Curriculum Resources • Curriculum Mapping • Budgets
<p>7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.</p>	<p>School leadership implements practices and procedures (e.g., plans, agendas, minutes, action items) that ensure the efficient use of staff time (e.g., faculty and committee meetings, planning time, etc.) and keep a focus on curricular and instructional issues.</p> <p>School leadership allocates specific blocks of time (daily, weekly, or yearly as appropriate) to enable staff to work individually and collegially on curricular and instructional matters.</p>	<ul style="list-style-type: none"> • Extended School Schedule • Master Schedule • Meeting Records (i.e. Agendas, Minutes) • Observations • Interviews • Teacher/Student/Parent Handbooks
<p>7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.</p>	<p>School leadership plans, allocates resources, monitors progress, provides infrastructure and removes barriers with the primary focus on sustaining continuous school improvement.</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Budgets • Interviews • Survey Results • Vision and Mission Statements • Master Schedule

Indicators	Descriptors	Evidence
<p>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.</p>	<p>School leadership creates organizational structures and procedures to monitor and maintain facilities and equipment to support a safe and effective learning environment.</p> <p>School has a safety plan and school leadership implements procedures to guide how school personnel respond to events or behaviors that could threaten the physical well being of students.</p>	<ul style="list-style-type: none"> • Meeting Records (i.e. Agendas, Minutes) • Interviews • Budgets • Survey Results
<p>7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.</p>	<p>The program leader is viewed as the instructional leader and engages staff in discussions about student performance. Academic issues are addressed at faculty meetings; curriculum is reviewed; formal and informal observations are conducted; and meaningful feedback is provided to create a positive learning environment.</p>	<ul style="list-style-type: none"> • Individual Growth Plan • Needs Assessment Data • Meeting Schedule/Minutes • Curriculum Documents • Staff Performance Evaluations • Program Improvement Plan
<p>**7.a Leadership works collaboratively with staff, students, parents/guardians, families, and communities for involvement and effectiveness.</p>	<p>Parent/family and community activities exist and are used to identify program, staff, and student needs.</p>	<ul style="list-style-type: none"> • Parent Improvement Activities • Community Improvement Activities • Program Improvement Plans
<p>**7.b Leadership interviews perspective new teachers and provides the local school district with interview results.</p>	<p>Procedures and practices are in place to identify new teachers; interviews are conducted; certification is considered; and program selection is based on student needs.</p>	<ul style="list-style-type: none"> • Student Needs Assessment Data • Interview Schedule • Interview Recommendations • Program Improvement Plan
<p>**7.c Leadership designates a school administrator who is the instructional leader for the educational program.</p>	<p>Yes/No</p>	<ul style="list-style-type: none"> • KECSAC Directory
<p>**7.d Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings.</p>	<p>Yes/No</p>	<ul style="list-style-type: none"> • SACSAA Certificate • SACSAA Sign-In Sheet
<p>**7.e Leadership reinforces the program mission, beliefs, and goals.</p>	<p>The program uses a collaborative decision-making process that includes all stakeholders to develop mission and belief statements. These statements are honored within the program, classrooms, and among students.</p>	<ul style="list-style-type: none"> • Parent/Family and Student Handbook • Staff Handbook • Sharing of SACSAA Information

Indicators	Descriptors	Evidence
<p>**7.f Leadership regulates policies, establishes procedures, and reinforces practices to create a positive climate.</p>	<p>A positive learning environment exists and is reflected in the program's culture and climate.</p>	<ul style="list-style-type: none"> • Observation/Interviews • Safe School Data • Handbooks • Code of Conduct • Office Referrals

*Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Standard 8 – Resources/Organization

There is evidence that the school is organized to maximize use of all available resources to support high student and staff.

Indicators	Descriptors	Evidence
<p>8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.</p>	<p>Resources are allocated equitably; expansion of resources outside the school exists; the budgeting process involves staff; policies exist regarding resource management; the master schedule allows for teacher collaboration; and committees are used when appropriate.</p>	<ul style="list-style-type: none"> • Budget • Master Schedule • Faculty Meeting Schedule/Minutes • Committee Representation • Average Daily Attendance
<p>8.1b The master class schedule reflects all students have access to all of the curriculum.</p>	<p>The schedule offers flexibility to all students; students have equal access to all classes; and student course offerings are aligned with state documents.</p>	<ul style="list-style-type: none"> • Master Schedule • School Calendar • Individual Student Schedules • Student Transcripts • ILP/IGP, GSSP
<p>8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.</p>	<p>Staff is assigned based on student performance; all teachers are certified; student/teacher ratios are maintained; room assignments are made for opportunities to share resources; and a sufficient number of instructional assistants is assigned to each classroom.</p>	<ul style="list-style-type: none"> • Needs Assessment Data • Program Improvement Plan • KECSAC Census Data • Master Schedule • Average Daily Attendance
<p>8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.</p>	<p>Policies and procedures exist to protect instructional time; the schedule is adjusted to accommodate instructional needs; other programs that occur during instructional time are connected to learning goals; and classroom management and organizational structure assure that time is available for instruction.</p>	<ul style="list-style-type: none"> • Master Schedule • Teacher Assignments • Assembly/Other Activity Schedule • School Board Policies • Program Procedures

Indicators	Descriptors	Evidence
<p>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).</p>	<p>School leadership has developed and implemented policies and procedures to regularly evaluate and prioritize the use of all human, fiscal and physical resources to sustain continuous improvement.</p> <p>School leadership and staff augment internal resources with community resources (e.g., using local artists to teach special skills, libraries, museums, surplus materials from local businesses and industries, etc.).</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Meeting Records (i.e. Agendas, Minutes) • Master Schedule • Budgets • Interviews • Lesson/Unit Plans • Curriculum Documents • Equipment Inventory • Schedule of Events
<p>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.).</p>	<p>School leadership uses a master class schedule that provides optimal time for quality instruction in each content area (e.g. expanded time for science labs, arts or music).</p> <p>The master schedule accommodates differences in the amount of time and support required for all students to effectively master different types of content.</p>	<ul style="list-style-type: none"> • Vision and Mission Statements • Meeting Records (i.e. Agendas, Minutes) • Schedules • Interviews • Observations • Program Improvement Plan
<p>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.</p>	<p>The district, schools, and program have clearly defined policies and budgetary procedures; support for external funding sources exists; financial records are available; funding is provided in a timely manner; and teachers have access to equal fiscal resources.</p>	<ul style="list-style-type: none"> • Budget Policy • Munis Reports • Equipment, Supplies, Materials • Allocation Procedures • Program Improvement Plan
<p>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.</p>	<p>Policies and operational procedures exist for expenditures to support the mission and belief statements that are related directly to program needs.</p>	<ul style="list-style-type: none"> • Budget • Program Improvement Plan • Needs Assessment Data • Grant and Donation Documentation
<p>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.</p>	<p>School leadership has a systematic process to evaluate all requests for financial or other resources to ensure they are tied to specific elements of the school improvement plan and based on identified priority needs.</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Budgets • Interviews

Indicators	Descriptors	Evidence
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.	School leadership ensures all available state and federal program funds are creatively integrated into a mutually reinforcing set of activities designed to maximize their impact on student achievement.	<ul style="list-style-type: none"> • Program Improvement Plan • Budgets • Meeting Records (i.e. Agendas, Minutes) • Interviews
**8.1g Normal accounting procedures are followed and records are available.	The district provides the program with a record system and technical support.	<ul style="list-style-type: none"> • Record Sheets • Munis System • District Personnel Support • Average Daily Membership
**8.1h Students are included in the district count for the allocation of technology funds and have access to KETS support.	The district ensures that students receive KETS funding and provides technical support.	<ul style="list-style-type: none"> • Hardware, Software, Internet access • Records • District/School Staff Support
**8.1i Instructional materials are comparable (quality/quantity) to those provided to regular school students.	Current classroom materials are appropriate for students enrolled in the program.	<ul style="list-style-type: none"> • Per-Pupil Expenditure • Individualized Print and Electronic • Textbooks, Audio Visual Equipment • Interview
**8.1j Adequate space is provided for education and treatment services that meet state regulations.	The program is housed in a facility that is safe, maintained at high standards, and includes classrooms that are large enough to accommodate all students.	<ul style="list-style-type: none"> • Operation & Maintenance Support • Facility Plan • Safe School Plan • Floor Plan

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

Standard 9 – Planning

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..

Indicators	Descriptors	Evidence
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.	Collaboration exists in the development of mission and belief statements that are data-driven and finalized through consensus.	<ul style="list-style-type: none"> • Family/Community Involvement Activities • Meeting Records (i.e. Agendas, Minutes) • Program Improvement Plan • Staff/Faculty Handbook
9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.	A systematic process exists for the collection and analysis of data that provides an accurate reflection of program performance; data is disaggregated, and analyzed to gain an overall understanding of needs.	<ul style="list-style-type: none"> • District Support (District Assessment Coordinator) • Program Improvement Plan • Needs Assessment Data Analysis • Meeting Records (i.e. Agendas, Minutes)
9.2b The school/district uses data for school improvement planning.	Data is used to guide the program improvement plan, and data summaries are analyzed and used for prioritizing improvement needs.	<ul style="list-style-type: none"> • Program Improvement Plan • KECSAC Program Improvement Summary Report Cognitive and Non-Cognitive Assessment Data
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.	The program improvement planning team includes specific current local, state, and national student learning goals in the school improvement plan.	<ul style="list-style-type: none"> • Program Improvement Plan • Interviews • Meeting Records (i.e. Agendas, Minutes) • Program, District, and State Documents
9.3b The school/district analyzes their students' unique learning needs.	School leadership facilitates frequent analysis of disaggregated data to allow timely intervention on behalf of individual students with unmet learning needs.	<ul style="list-style-type: none"> • ILP/IGP, GSSP • Lesson Plans • Curriculum Mapping
9.3c The desired results for student learning are defined.	A planning team is used to review data, set meaningful goals, and ensure that student-learning results are clear and concise. The planning team includes internal and external partners.	<ul style="list-style-type: none"> • Program Improvement Plan • Implementation and Impact Checks
9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.	School leadership collaborates with stakeholder groups to collect and analyze sufficient data to determine existing strengths and limitations in the instructional and organizational effectiveness of the school.	<ul style="list-style-type: none"> • Program Improvement Plan • Meeting Records (i.e. Agendas, Minutes) • Needs Assessment Data

Indicators	Descriptors	Evidence
9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.	School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.	<ul style="list-style-type: none"> • Meeting Records (i.e. Agendas, Minutes) • Program Improvement Plan • Interviews
9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.	The Program Improvement Plan includes action steps aligned with goals and objectives that are validated and research-based.	<ul style="list-style-type: none"> • Program Improvement Plan • Needs Assessment Data
9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.	The school improvement plan identifies those persons responsible for implementing the action components, and these responsibilities are equitably shared among several staff members.	<ul style="list-style-type: none"> • Program Improvement Plan • Meeting Records (i.e. Agendas, Minutes) • Interviews
9.5c The means for evaluating the effectiveness of the improvement plan are established.	School leadership has a systematic strategy grounded in research to evaluate the effectiveness of the comprehensive improvement plan.	<ul style="list-style-type: none"> • Program Improvement Plan • Implementation and Impact Checks • Meeting Records (i.e. Agendas, Minutes)
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.	<p>The activities in the comprehensive school improvement plan are aligned with the school's mission and beliefs for student learning.</p> <p>The activities in the comprehensive school improvement plan use strategies that have been demonstrated to yield predictable results for student learning.</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Survey Results • Needs Assessment • Vision and Mission Statements • Cognitive and Non-Cognitive Assessment Data • Meeting Records (i.e. Agendas, Minutes)
9.6a The plan is implemented as developed.	<p>School leadership implements the comprehensive school improvement plan as written.</p> <p>Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed.</p>	<ul style="list-style-type: none"> • Program Improvement Plan • Implementation and Impact Checks • Interviews • Meeting Records (i.e. Agendas, Minutes)

Indicators	Descriptors	Evidence
9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.	School leadership collects and analyzes data and compares student performance levels at frequent intervals to evaluate the degree to which the goals of the comprehensive school improvement plan are achieved.	<ul style="list-style-type: none"> • Program Improvement Plan • Implementation and Impact Checks • Interviews • Meeting Records (i.e. Agendas, Minutes)
9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.	School leadership compares changes of student performance over time and monitors classroom practices at regular intervals throughout the year to evaluate the impact the comprehensive program improvement plan has had on classroom practice and student performance.	<ul style="list-style-type: none"> • Program Improvement Plan • Implementation and Impact Checks • Interviews • Meeting Records (i.e. Agendas, Minutes)
9.6d There is evidence of attempts to sustain the commitment to continuous improvement.	The Program Improvement Plan is monitored and reviewed for progress; adjustments are made; feedback is obtained; and new and emerging targets are identified.	<ul style="list-style-type: none"> • Annual Program Improvement Plan Monitoring/Evaluation • KECSAC Program Improvement Report • Implementation and Impact Checks
**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	<ul style="list-style-type: none"> • Student Records • Educational Passports • Due Process Folder/Cumulative Folder • STI/STSS

Indicators	Descriptors	Evidence
**9.b Educational records are requested from the sending school.	Yes/No	<ul style="list-style-type: none"> • Communication Records
**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	<ul style="list-style-type: none"> • Communication Records • Teacher Record Book
**9.d An educational passport is prepared.	Yes/No	<ul style="list-style-type: none"> • Educational Passport • STI/STSS • Cumulative Folder • Due Process Folder
**9.e The Kentucky Department of Education mandated number of instructional days (175) with 6-hours instructional time are provided.	Yes/No	<ul style="list-style-type: none"> • KDE Approved School Calendar • Master Schedule • Student Schedules • KECSAC Reports
**9.f An annual interagency agreement between the local school district and the treatment program exists.	Yes/No	<ul style="list-style-type: none"> • Interagency Agreement
**9.g School personnel participate in the treatment planning meetings.	School administrator, program administrator, teachers, and support staff collaborate with treatment staff to provide academic and non-academic information regarding students.	<ul style="list-style-type: none"> • Meeting Schedule/Minutes • ITP • Interviews
**9.h Time sheets for educational and treatment staff are maintained.	Yes/No	<ul style="list-style-type: none"> • Records
**9.i Personnel who are assigned to the program are afforded all the amenities of school district faculty and/or staff.	School administrator, teachers and support staff receive compensation, benefits, and other employee amenities that are equitable with regular school personnel.	<ul style="list-style-type: none"> • Human Resource Support • Technology • Planning Time • Materials, Equipment, Supplies
**9.j The KECSAC mandated extended school calendar includes 35 additional days, each with a minimum of 4 hours of direct instruction.	Yes/No	<ul style="list-style-type: none"> • Approved KECSAC and District Calendar
**9.k School personnel support and participate in activities to promote positive student transitions between schools and programs.	Yes/No	<ul style="list-style-type: none"> • Student Transition Plan • Student Transition Folder • Transition Meetings • Transition Counselor

* Alternative Education Research-Based Strategies

** KECSAC (documentation required)

REFERENCES

- Barr, R. & Parrett, W. H. (2001). Hope fulfilled for at-risk and violent youth: K-12 programs that work. Needham Heights, MA: Ally and Bacon.
- Fitzpatrick, K. A. (1998). Indicators of school of quality. National Study of School Evaluation (NSSE). Schaumburg, IL.
- Kentucky Department of Education. (2000). Standards and indicators for school improvement. Frankfort, KY: Author.
- Kentucky Department of Education. (2002). Discussion of accountability for A2-A6 schools. Frankfort, KY: Author.
- Schargel, F. P. & Smink, J. (2001). Strategies to help solve our school dropout problem. Larchmont, NY: Eye On Education.
- Swarts, L. (2001). The influence of research-based systems/strategies on alternative education program safety. Louisville, KY: Unpublished dissertation, University of Louisville.
- Swarts, L (2002). Alternative education accountability. Louisville, KY: Sapphire, Publishing.
- Sprague, J., Walker, H., Nishioka, V., & Stieber, S. (2000). Skills for success: An empirical evaluation of alternative education interventions for pre-delinquent and delinquent middle school students. Unpublished manuscript, University of Oregon.
- Tobin, T. & Sprague, J. (1999). Alternative education programs for at-risk youth: Issues, best practices, and recommendations. Oregon School Study Council, University of Oregon.