

Kentucky Alternative Education Schools/Programs: Alignment With The Kentucky Standards And Indicators For School Improvement (9/1/2001)

Alternative education schools/programs in Kentucky must set high standards and identify supporting indicators to determine their effectiveness in measuring student learning and school/program improvement. To accomplish this goal, all nine KDE standards must be used as a process to bring continuous school/program improvement. Additionally, alternative education research-based systems and strategies are needed to reinforce these standards/indicators. The systems and strategies included in this document are connected to the *Kentucky Standards and Indicators for School Improvement*. **Additional KDE indicators may be used if warranted (see attached outline).**

Standard 1 - Academic Performance: Curriculum

The alternative education school/program develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards/indicators.

KDE Indicators:

- 1.1a - Aligned with Kentucky Academic Expectation, Core Content, and Program of Studies.
- 1.1b - Discussion among schools regarding curriculum standards.
- 1.1e - Links to continuing education, life, and career options.
- 1.1 f - Process to monitor, evaluate, and review curriculum.

Alternative Education Systems/Strategies:

- 1.a High-quality academic instruction includes control for difficulty of instruction, small interactive groups, and direct responses/questioning of students.
- 1.b Curriculum selection and use are dependent on student grade levels, functional levels, performance levels, learning styles, multiple intelligences, emotional intelligences, and behavior management needs.

Standard 2 - Academic Performance – Classroom Evaluation/Assessment

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

KDE Indicators:

- 2.1a - Classroom assessments are frequent, rigorous, and aligned.
- 2.1b - Teachers collaborate to design assessments.
- 2.1e - Multiple assessments provide feedback on learning.

Alternative Education Systems/Strategies:

- 2.a Individualized behavioral interventions are based on functional behavioral assessments to identify causes of behavior, why they persist, replacement behaviors, student interview/involvement, and use multi-component interventions that influence student learning.

Standard 3 - Academic Performance: Instruction

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

KDE Indicators:

- 3.1a - Varied instructional strategies used.
- 3.1b - Instructional strategies/activities aligned with goals.
- 3.1c - Strategies monitored/aligned to address learning styles.

Alternative Education Systems/Strategies

- 3.1a High quality academic instruction includes individual student instruction and learning strategies.
- 3.1b Highly structured classrooms with behavioral management provide student self-management skill instruction.
- 3.1c High-quality diagnostic instruction that has value, meaning, and relevance for students.

Standard 4 - Learning Environment: School Culture

The district and alternative education school/program function as an effective learning community and support a climate conducive to performance excellence.

KDE Indicators:

- 4.1b - Leadership beliefs and practices for high achievement.
- 4.1c - Teacher beliefs and practices for high achievement.
- 4.1g - Teachers communicate student progress.
- 4.1h - Teachers care about kids and inspire their best efforts.
- 4.1k - Equity and diversity are valued and supported.

Alternative Education Systems/Strategies:

- 4.a Low ratio of students to teachers offers more personal time for students, better behavioral gains, and higher quality instruction.
- 4.b Highly structured classrooms with behavior management provide opportunities for high rates of positive reinforcement.
- 4.c Positive rather than punitive emphasis in behavior management that offer rewards for acceptable behavior and compliance.

Standard 5 – Learning Environment: Student, Family, and Community Support

The district and alternative education school/program work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

KDE Indicators:

- 5.1a - Families and communities are active partners.
- 5.1b - All students have access to the curriculum.
- 5.1d - Student instructional assistance provided outside the classroom.
- 5.1e - Accurate student record system is in place.

Alternative Education Systems/Strategies:

- 5.a Highly structured classrooms with behavioral management that provide level systems, predictable structure, student self-management skill training, high rates of reinforcement, and student movement (transition) to less restrictive settings.
- 5.b Positive rather than punitive emphasis in behavior management that includes rewards for acceptable behavior and compliance, rich reinforcement and “fading” to normal levels when possible, include and classroom rules that are clear and directly taught.
- 5.c Adult mentors that use positive reinforcement, take a special interest in the student, track behavior, attendance, attitude, and grades.
- 5.d Counseling, social services, and health assistance are available for all students on a regular basis.

Standard 6 – Learning Environment: Professional Growth, Development, and Evaluation

The district and the alternative education school/program provide research-based, results driven professional development opportunities for staff, and implements performance evaluation procedures in order to improve teaching and learning.

KDE Indicators:

- 6.1a - Long-term professional growth plans.
- 6.1e - PD ongoing and job embedded.
- 6.2a - Program has a clearly defined evaluation process.
- 6.2b - Leadership provides sufficient PD resources.

Alternative Education Systems/Strategies:

- 6.a All staff are given opportunities to develop high quality academic and behavior management skills.
- 6.b All staff use student needs assessment data to identify interventions and measure specific student outcomes.
- 6.c PD includes training in behavior management strategies/ assessment, mentorship use, social skill instruction, and academic performance (curriculum, assessment, instruction).

Standard 7- Efficiency: Leadership

The district and alternative education school/program instructional decisions that focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

KDE Indicators:

- 7.1a - Leadership decisions are collaborative and data.
- 7.1d - Leadership disaggregates data.
- 7.1k - Leader has skills in academic performance, learning environment, and efficiency.

Alternative Education Systems/Strategies:

- 7.a Leadership works collaboratively with staff, students, parents/guardians, families, and communities to develop, implement, and evaluate program involvement and effectiveness.
- 7.b Leadership reinforces the program mission, beliefs, goals, rules, and routines.
- 7.c Leadership regulates policies, establish procedures, interprets guidelines, solve problems, provides consistency, and follow-up on all issues, involves staff in decisions, facilitates communication, and creates a positive culture/climate.

Standard 8 - Efficiency: Organizational Structure and Resources

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

KDE Indicators:

8.1a - Maximizes organization and resources for achievement.

Alternative Education System/Strategies:

8.a - Emphasizes high-quality academic instruction to measure student academic gains, behavioral gains, student outcomes (attendance, grades, etc.), and alternatives to suspension and expulsion.

Standard 9 - Efficiency: Comprehensive and Effective Planning

The district and alternative education school/program develop, implement, and evaluate a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

KDE Indicators:

9.1a - Use a collaborative process to define school's/program's vision, mission, and beliefs

9.5a - Development of an improvement plan aligned with goals and objectives, identified resources, timelines & person responsible.

9.6d - Evidence to sustain the commitment to continuous improvement.

Alternative Education Systems/Strategies:

- 9.a - Program is defined (i.e., school within a school, on-site, off-site, transition, diploma).
- 9.b - Program adheres to KRS Statutes/KAR Regulations (i.e., teacher certification, school day, instructional hours, credit, graduation requirements).
- 9.c - Program is effective (i.e., educational, disciplinary, therapeutic, integrated).
- 9.d - Best practices exist (i.e., community, engaging, organized).
- 9.e - Resources are identified/used (i.e., staff, facility, transportation, supplies).
- 9.f - Career preparation is apparent (i.e., assessment, school to work, vocational).
- 9.g - Collaboration/Integration exists (i.e., internal/external supports).
- 9.h - Safety/Crisis Mgt. plans and strategies exist (i.e. documents, procedures).

Information Sources

KDE Standards/Indicators, 2001

KDE Alternative education Resource Guide, 2000

Alternative Education Systems/Strategies (Tobin & Sprague, 1999)

