

**ALTERNATIVE EDUCATION PROGRAM** 9/1/01  
**STANDARDS/INDICATORS REVIEW INSTRUMENT**

DISTRICT \_\_\_\_\_ PROGRAM NAME \_\_\_\_\_  
REVIEWER \_\_\_\_\_ DATE \_\_\_\_\_

**ACADEMIC PERFORMANCE**

**KENTUCKY DEPARTMENT OF EDUCATION STANDARDS/INDICATORS:**

**STANDARD 1 - Curriculum** (rigorous, intentional and aligned...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_ 1.1a Aligned with Academic Expectations, Core Content, Program of Studies.
- \_\_\_ 1.1b Discussions take place among staff regarding curriculum standards (i.e., state, district, regular schools, grade levels).
- \_\_\_ 1.1e Linked to continuing education, life, and career options (i.e., Career Pathways, life skills, social skills, vocational programs).
- \_\_\_ 1.1f Process used to monitor, evaluate, and review curriculum (integration, mapping, organizing/units of study).

**ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES:**

**STANDARD 1 - Curriculum** (rigorous, intentional, and aligned...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_ 1.a High-quality academic instruction includes control for difficulty of instruction, small interactive groups, and direct response/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.

**PERFORMANCE LEVEL:** low high

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**COMMENTS:**

## **ACADEMIC PERFORMANCE**

### **KDE STANDARDS/INDICATORS:**

**STANDARD 2 - Assessment** (multiple evaluation and assessment strategies...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

\_\_\_ 2.1a Classroom assessments are frequent, rigorous, and aligned.

\_\_\_ 2.1b Teachers collaborate in design of assessment (i.e., limited objective testing/multiple choice, fill-in etc.) and behavior scales, social rating scales, learning style inventories, intelligence surveys used.

\_\_\_ 2.1e Multiple assessments provide feedback on learning (i.e., authentic, performance-based/mastery, portfolios, projects, hands-on).

### **ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES:**

**STANDARD 2 - Assessment** (multiple evaluation and assessment strategies...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

\_\_\_ 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 of multi-component interventions that influence student learning.

**PERFORMANCE LEVEL:** low high

*circle:* 1 2 3 4 5

**COMMENTS:**

## **ACADEMIC PERFORMANCE**

### **KDE STANDARDS/INDICATORS:**

**STANDARD 3 - Instruction** (programs engage all students...)

#### **INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 3.1a Varied instructional strategies used in all classrooms (i.e., direct instruction, cooperative learning, creative development, individual study/small groups).
- \_\_\_\_\_ 3.1b Instructional strategies/activities aligned with goals.
- \_\_\_\_\_ 3.1c Strategies monitored/aligned to address (i.e., behavior management needs, individual student intelligences and learning styles, social skills/anger management, conflict resolution, problem solving).

### **ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES:**

**STANDARD 3 - Instruction** (programs engage all students...)

#### **INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 3.a High-quality academic instruction includes individual student instruction and learning strategies.
- \_\_\_\_\_ 3.b Highly structured classrooms with behavioral management provide student self-management skill instruction.
- \_\_\_\_\_ 3.c High-quality diagnostic instruction that has value, meaning and relevance for students.

**PERFORMANCE LEVEL:** low

high

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### **COMMENTS:**

## **LEARNING ENVIRONMENT**

**STANDARD 4 - Culture** (effective learning community with climate...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 4.1b Leadership beliefs and practices for high achievement (i.e., mission statement, belief system, goals, objectives, rules, routines).
- \_\_\_\_\_ 4.1c Teacher beliefs and practices for high achievement (i.e., staff manual).
- \_\_\_\_\_ 4.1g Teachers communicate student progress (i.e., student/parent manual).
- \_\_\_\_\_ 4.1h Teachers care about kids and inspire their best efforts (i.e., academic guidelines, discipline guidelines, universal school-wide prevention/intervention strategies).
- \_\_\_\_\_ 4.1k Equity and diversity are valued and supported (i.e., physical, cultural, socio-economic, racial, and gender differences among all staff and students are considered before program and service decisions are made). All aspects of the program reflect consistency, uniformity, fairness, and are supported by all staff.

## **ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES**

**STANDARD 4 - Culture** (effective learning community with climate...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 4.a Low ratio of students to teachers offer 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 offers rewards for acceptable behavior and compliance.

**PERFORMANCE LEVEL:** low high

**circle:** 1 2 3 4 5

**COMMENTS:**

**LEARNING ENVIRONMENT**

**STANDARD 5 - Student, Family and Community Support** (school works with families/community to remove barriers...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

\_\_\_ 5.1a Families and communities are active partners.

(i.e., access to internal district social services, psychological services, exceptional education program, FRYSC, ESS, etc. resources to provide targeted and intensive support to students and families. Staff access external community service agencies, business/industry, faith-based, law enforcement assistance to provide targeted and intensive support to students and families).

(i.e., external partnerships between school and community are formed to support programs and services, a community advisory committee exists to make program and service recommendations, opportunities for students to engage in community-based learning activities exist (mentoring, career information, job shadowing, etc.).

\_\_\_ 5.1b All students have access to all curriculum (i.e., staff work with parents/guardians to develop communication, advise, educate, and support).

\_\_\_ 5.1d Students given instructional assistance outside of the classroom (i.e., continual interaction between families and school exist to promote programs and services for all students, families are involved in significant ways to support student learning (homework, reviewing student work, conferences parents and guardians are welcome and assistance is sought parent advisory group exists opportunities for parent program education and training are available family/parents (training, monitoring, coordination)).

\_\_\_ 5.1e Accurate student record system is in place (i.e., timely information about student academic and non-academic performance is available (program report card, student progress reports)).

**ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES:**

**STANDARD 5 - Student, Family and Community Support** (school works with families/community to remove barriers...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 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 environments.
  
- \_\_\_\_\_ 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 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 (i.e., career preparation, behavioral assessment, management, and guidance services).

**PERFORMANCE LEVEL: low**

**high**

**circle: 1 2 3 4 5**

**COMMENTS:**

## **LEARNING ENVIRONMENT**

**STANDARD 6 – Professional Growth, Development, and Evaluation**  
(research-based professional development and performance evaluation to improve teaching and learning)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 6.1a Long term professional growth plans (i.e., long-term strategic program plan individual staff growth plans).
  
- \_\_\_\_\_ 6.1e PD ongoing and job embedded (i.e., coaching, mentoring, clinical supervision).
  
- \_\_\_\_\_ 6.2a Leadership provides sufficient PD resources (i.e., attend conferences, retreats, seminars, participate in workshops, institutes, seminars, and participate in district in-service programs).

## **ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES**

**STANDARD 6 – Professional Growth, Development, and Evaluation**  
(research-based professional development and performance evaluation to improve teaching and learning)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 6.a All staff are given opportunities to develop high quality academic social, and behavior management skills.
  
- \_\_\_\_\_ 6.b All staff use student needs assessment data to identify interventions and measure specific student outcomes (i.e., attendance, grades, attitudes/relationships, law/board/school violations, etc.).
  
- \_\_\_\_\_ 6.c PD includes training in behavior management strategies/ assessment, mentorship use, social skill instruction, and academic performance (i. e., curriculum assessment, instruction).

**PERFORMANCE LEVEL: low**

**high**

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**COMMENTS:**

**EFFICIENCY**

**STANDARD 7 - Leadership** (instructional decisions focus on support for teaching/learning...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_ 7.1b Leadership decisions are collaborative and data driven (i.e., facility operations/management, staff assignment/support).
- \_\_\_\_ 7.1d Leadership disaggregates data (i.e., student entry/exit criteria, placement) and support decisions are based on staff and student data.
- \_\_\_\_ 7.1k Leadership has skills in academic, performance, learning environment and efficiency (i.e., student academic, social, behavioral needs, structure, safety, location, staff and student school calendar, starting/ending times, student schedules, low student/staff ratios (10:1, 12:1, 15:1), materials, supplies, equipment, technology, transportation, food services)

**ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES**

**STANDARD 7 - Leadership** (instructional decisions focus on support for teaching/learning...)

**INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_ 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, solves problems, provides consistency and follow-up on all issues, involves staff in decisions, facilitate communication, and creates a positive climate.

**PERFORMANCE LEVEL:** low high

*circle:* 1 2 3 4 5

**COMMENTS:**

**EFFICIENCY**

**STANDARD 8 – Organizational Structure and Resources** (organization maximizes time, space, resources...)

**INDICATOR/EVIDENCE:** (no/partial/yes)

\_\_\_ 8.1a Maximizes organization and resources for student achievement.

\_\_\_ 8.2a Resources used equitably.

**ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES**

**STANDARD 8 – Organizational Structure and Resources** (organization maximizes time, space, resources...)

**INDICATORS/EVIDENCE:** (yes/no)

\_\_\_ 8.a Emphasis on high-quality academic instruction to measure student academic gains, behavioral gains, student outcomes (i.e., attendance, grades, credits).

**PERFORMANCE LEVEL:** low high

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**COMMENTS:**

## **EFFICIENCY**

### **STANDARD 9 – Comprehensive/Effective Planning** (school improvement plan)

#### **INDICATORS/EVIDENCE: (no/partial/yes)**

- \_\_\_\_\_ 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, and person responsible.
- \_\_\_\_\_ 9.6d Evidence to sustain the commitment to continuous improvement.

### **ALTERNATIVE EDUCATION SYSTEMS/STRATEGIES**

### **STANDARD 9 – Comprehensive/Effective Planning** (school improvement plan)

#### **INDICATORS/EVIDENCE: (no/partial/yes)**

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

**PERFORMANCE LEVEL: low**

**high**

**circle: 1 2 3 4 5**

**COMMENTS:**

**PRELIMINARY ALTERNATIVE EDUCATION PROGRAM  
COMMENDATION/RECOMMENDATIONS**

**Curriculum**

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**Assessment**

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**Instruction**

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**Culture**

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**Student, Family and Community Support**

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**Professional Growth, Development, and Evaluation**

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**Leadership**

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**Organizational Structure and Resources**

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**Comprehensive and Effective Planning**

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**Information Sources:**

**KDE Standards/Indicators, 2001**

**KDE Alternative Education Resource Guide, 2000**

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

