

# KECSAC

## Standard/Indicator Program Improvement Summary

**District:** Mercer

**Program Name:** Mercer County Day Treatment

**Lead Specialist:** Peggy Shearer

**Assisted by:**

**Assisted by:**

**Date of Visit:** 1/18/2019

### Program Description

Mercer County Day Treatment, established in 1984 as Harrodsburg Day Treatment Center, is a Department of Juvenile Justice (DJJ) program for male and female youth ranging in age from 12 to 18 years old. The center provides educational services for students from Mercer County and Burgin Independent school districts. The DJJ rated capacity for the program is 30 students, and youth remain in the program until completion of 90 successful days. On the day of the visit there were 15 students enrolled, three of whom receive special education services and one with a 504 plan. Educational services are provided by one teacher, one instructional assistant, one secretary, one counselor and one principal. The visit was facilitated by Jaziel Guerra, principal. Information for this report was obtained from interviews with the teacher, three students, the counselor and the principal, as well as observation of the classroom and a review of the documentation for standards and indicators.

### RUBRIC

- 4 Exemplary**
- 3 Accomplished/Fully Functioning**
- 2 Developing/Limited or Partial**
- 1 Ineffective/Little or No**
- NA Not Applicable**

Submit by e-mail

Should this program receive a letter of intervention?

### Standard 1: Purpose and Direction

### Performance Level

- |     |  |               |
|-----|--|---------------|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.  | 4 - Exemplary |
| 1.2 | The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 4 - Exemplary |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.  | 4 - Exemplary |

### Standard 2: Governance and Leadership

### Performance Level

- |     |   |               |
|-----|---|---------------|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school.  | 4 - Exemplary |
| 2.2 | The governing body operates responsibly and functions effectively.  | 4 - Exemplary |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 4 - Exemplary |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction.   | 4 - Exemplary |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction.   | 4 - Exemplary |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success.   | 4 - Exemplary |

# KECSAC

## Standard/Indicator Program Improvement Summary

Standard 3: Teaching and Assessing for Learning		Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	4 - Exemplary
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	4 - Exemplary
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	4 - Exemplary
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	4 - Exemplary
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	4 - Exemplary
3.6	Teachers implement the school's instructional process in support of student learning.	4 - Exemplary
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	4 - Exemplary
3.8	The school engages families/stakeholders in meaningful ways in their children's education and keeps them informed of their children's learning progress.	4 - Exemplary
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4 - Exemplary
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	4 - Exemplary
3.11	All staff members participate in a continuous program of professional learning.	4 - Exemplary
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	4 - Exemplary
3.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.	4 - Exemplary
3.B	Education and treatment staffs collaborate and use behavior, social rating, learning style and career interest assessments to improve student learning.	4 - Exemplary
3.C	Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.	4 - Exemplary
3.D	Highly structured classrooms include behavior management, student self-management skills instruction and provide opportunities for high rates of positive reinforcement.	4 - Exemplary
3.E	Education and treatment staffs use PD and student need assessment data to identify interventions and measure specific student outcomes.	4 - Exemplary
3.F	An individual growth plan is available and is supported by an individual professional development plan for all education staff.	4 - Exemplary
Standard 4: Resources and Support System		Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	4 - Exemplary
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	4 - Exemplary
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	4 - Exemplary

# KECSAC

## Standard/Indicator Program Improvement Summary

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	4 - Exemplary
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	4 - Exemplary
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	4 - Exemplary
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	4 - Exemplary
4.A	Instructional materials are comparable (quality/quantity) to those provided to regular school students.	4 - Exemplary
<b>Standard 5: Support</b>		<b>Performance Level</b>
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	4 - Exemplary
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	4 - Exemplary
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	4 - Exemplary
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	4 - Exemplary
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	4 - Exemplary
<b>KECSAC Required Indicators</b>		<b>Performance Level</b>
KR.1	School leadership is involved in the selection of teaching and support staff.	4 - Exemplary
KR.2	Leadership designates a school administrator who is the instructional leader of the educational program.	Yes
KR.3	Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings.	Yes
KR.4	Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs.	Yes
KR.5	Students are enrolled in core curriculum courses and are making appropriate progress for success at the next level.	4 - Exemplary
KR.6	Educational records are requested from the sending school.	Yes
KR.7	Educational records are forwarded to the receiving school within five days following the release of the student from the school/program.	Yes
KR.8	An educational passport is prepared.	Yes
KR.9	A minimum of 1,062 instructional hours and no fewer than 170 student attendance days is provided.	Yes
KR.10	An annual interagency agreement between the local school district and the treatment program exists.	Yes
KR.11	School personnel participate in treatment planning meetings.	Yes

# KECSAC

## Standard/Indicator Program Improvement Summary

KR.12	The KECSAC mandated extended school calendar includes 33 additional days, each with a minimum of 4 hours of direct instruction.	Yes
KR.13	All educators meet state certification requirements.	Yes
KR.14	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 aide and fifteen (15) students to one (1) teacher with a classroom aide.	Yes
KR.15	Time sheets for educational staff are maintained.	Yes

### Program Strength Areas Based on Evidence of Standards and Indicators

<b>Standard 1: Purpose and Direction</b>	- A focal point has been for students to make a successful transition from Mercer Day. The school takes steps to ensure a smooth transition back to the high school or beyond and a continuing follow-up on each student to ensure their success. Presently they have zero dropouts and all students are successful, most making honor roll grades.
<b>Standard 2: Governance and Leadership</b>	- Leadership has both provided and supported the staff 's passion for helping these students to be successful. - Leadership works to develop an appropriate learning path to success for each student, including work study and options for classes at the local area technology center.
<b>Standard 3: Teaching and Assessing for Learning</b>	- A plethora of hands-on opportunities for students has opened their minds to new learning opportunities they would not have had the opportunity to have in a regular school setting. Students can articulate and demonstrate the use of robotics, a 3-D printer, and drones.  - Hands-on options expand to include a greenhouse, hydroponics and even raising chickens. Other options include a new unit in solar power, including solar panels with plans to use the source to charge the student laptops to underscore practicality and to allow for student self-assessment.  - New projects are ongoing, including an effort to raise meal worms to feed their chickens.  - Students have a broad variety of leaning opportunities including learning about the stock market, a plastic-free month, individualized and group projects to reflect their understanding of reading, etc.  - The use of teacher-led instruction as the primary teaching modality is supported by individualization through Apex, an online program, to insure that standards are met in each subject taught.  - Additional support, with an instructional aid, a math teacher, a PE teacher, and a reading specialist, enhance the teacher-led curriculum. Collaboration with an English teacher from Campbellsville University adds a different dimension to the already strong reading/English program.  - Students are encouraged to read and analyze a variety of genres. The teacher provides individualized reading assignments to meet the reading interest and abilities of the students.  - Reading Plus supports and improves the reading skills of students. Every student has improved their reading level by at least two grades since the beginning of school.
<b>Standard 4: Resources and Support System</b>	- Community support is amazing. Mercer has tapped into speakers such as local authors, representatives from the local solar power company, art classes with a local artist, cooking and relationship classes provided by the local Cooperative Service, etc.  - Counseling services daily support behavioral skill development and mental health. Individual weekly sessions, and counseling as needed, provide wrap-around services for these students.

# KECSAC

## Standard/Indicator Program Improvement Summary

- Additional special education services and services of a social worker provide for student needs
- The student interviews reflect that students are successful for the first time in their academic career and appreciate the individualized approach to meeting their needs.

### **Standard 5: Support**

- The district supports the program in a variety of forms, but most noticeably with additional teaching staff, counseling services, good technology services, plus space and resources to meet the individual and ever-changing student needs.

### **KECSAC Required**

## Areas in Need of Improvement Based on Evidence of Standards and Indicators

### **Standard 1: Purpose and Direction**

### **Standard 2: Governance and Leadership**

### **Standard 3: Teaching and Learning**

- Continue to build capacity for students.
- Continue to monitor success of students in multiple forms and data.
- Continue to monitor online classes to ensure mastery of content.

### **Standard 4: Resources and Support System**

### **Standard 5: Support**

### **KECSAC Required**

## Additional Comments and Considerations

KECSAC  
Standard/Indicator Program Improvement Summary

--