

Detailed Report of Assessed Indicators

A report of each assessed indicator, including the level of development, opportunity and priority scores, as well as evidence of current implementation.

Kake City School District

May 20, 2016

STEPP (Steps Toward Educational Progress and Partnership)

Indicator Assessment, Key Indicators are shown in **RED**

Curriculum			
Domain 1.0- There is evidence that the district- approved curricula are aligned, implemented, and used in conjunction with the local and Alaska Content Standards.			
1.01	District-approved curricula are aligned with Alaska Content Standards.(1174)		
Assess			
	Rubric Score:	1	
	Level of Development:	No development or Implementation	
		<i>Will include in plan</i>	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Kake School District is in compliance with current state requirements regarding non-core classes. Core curriculum courses should be completely aligned to the AKSS standards by December of 2016.	

1.02	The district uses established procedures to monitor aligned curricula.(1175)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district is current with its curriculum, however it is aligned to old state standards. We are currently working to align our core curricula with the AKSS. We use teacher lesson plans and teacher evaluation tools to monitor aligned curricula. Our new curriculum will include a clear scope and sequence.	

1.03	District consistently reviews adoption and/or development of curricula based on the Alaska Content Standards for each curricular area.(1176)		
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Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>This has been a long process. We have been able to align the standards and textbooks. The process has been partially completed over the past two years. We are finishing adding all curriculum to the BYOC curriculum database, and we began aligning to the new AMP testing protocols during teacher in-service.</p> <p>Early release days and monthly follow up during campus meetings will ensure that this process is completed. Unfortunately, the level of expertise is not available on our campus or currently in the state. We will be working to find an appropriate vendor or assistant to work with creating a non-textbook driven curriculum that aligns not only with the standards, but to the AMP exam.</p>	

1.05	A district-wide review process is used to determine if the district- approved curricula addresses the learning needs of all students and make changes to the curricula when needed.(1178)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	The district has a plan that requires a six year review process of curriculum materials. We have accelerated that plan to ensure that the new standards were in place prior to FY 15 testing. We are monitoring and completing curriculum each year.	

Assessment

Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's Content Standards.

2.01	District-wide assessments are aligned with Alaska Content Standards and district approved curricula.(1179)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	We are using MAPS.	

2.02	The district uses established systems for managing, accessing, and reporting district-wide data.(1180)		
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Assess		
	Rubric Score:	3
	Level of Development:	Full Implementation
	Evidence:	District wide data is posted yearly in the school report card to the public. Individual data are given to parents and updated 3 times a year through MAP testing and once a year through the AMP testing. Teachers evaluate the data for students and create a plan to have the student meet growth targets for the year.

2.03	Universal screening assessments are administered district-wide multiple times a year in AMP tested content areas.(1181)	
Assess		
	Rubric Score:	3
	Level of Development:	Full Implementation
	Evidence:	Students take the MAPS exams three times a year. Data from MAPS are loaded into two different software programs that allow for students to receive remediation where necessary. Students are assigned tutorials based on the need for targeted assistance.

Instruction

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.

3.01	District monitors that instructional activities are aligned to Alaska Content Standards.(1184)	
Assess		
	Rubric Score:	2
	Level of Development:	Limited Development
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Due to the new AMP testing, we will go back and rework curriculum to ensure that it is being taught and to the level of rigor required by the test and new standards.

3.02	District wide efforts to help low-performing students become proficient are coordinated. (1185)(KEY)	
Assess		
	Rubric Score:	1
	Level of Development:	No development or Implementation <i>Will include in plan</i>
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Full implementation.	

3.04	Districts monitor the effectiveness of instruction by examining data from district wide formative assessments.(1189)(KEY)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	We utilize the MAPS testing. We review and align content related to student performance on the test.	

Supportive Learning Environment

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.

4.01	District provides resources that support a school environment that is conducive to learning. (1190)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	In addition to our technology upgrades, we have established clear, policies, rules and procedures to ensure the safe and organized running of all classrooms in the district.	

4.03	District-wide behavior standards are a part of district policy and are communicated to staff, parents, and students.(1191)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This indicator in compliance with ongoing assessments and communication with parents. However, this is an ongoing district improvement process to ensure current behavior standards are communicated to staff, parents, and students. We updated our Elementary program this year, and will assess progress at the end of the year.	

4.04	The district has implemented an attendance policy.(1192)		
Assess			

	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This has been a difficult area to address. We have held older students accountable for absences and tardies through both a rewards policy for those that are doing well and a punitive policy for those with unexcused absences. We have told parents we will take them to court for excessive absences and the attendance letters have made a slight positive impact.	

4.05	Equitable support and resources are provided by the district to extend learning opportunities for all students in need of additional support.(1193)(KEY)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	Students are assigned to assistance and tutorials based on need.	

4.06	District promotes and supports school environments that reflect cultural awareness and an understanding of cultural values of the students and community.(1194)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	Cultural standards were developed for teacher evaluation. Cultural lessons have been developed in the regular classrooms and teachers have been given training on cultural relevance of lessons.	

4.07	District staff members communicate effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.(1195)(KEY)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We do a good job now of communication to parents, but our goal is to have all student led conferences beginning in FY 17 so that students become accountable for their data and learning.
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4.08	District staff members communicate with parents and community members to inform them about district priorities and to invite their participation.(1196)	
Assess		
	Rubric Score:	3
	Level of Development:	Full Implementation
	Evidence:	In addition to Open house, school Board meetings, the district invites parents to participate in several activities throughout the year.

4.09	District has policies and procedures regarding facility management.(1197)	
Assess		
	Rubric Score:	3
	Level of Development:	Full Implementation
	Evidence:	District is part of SERRC maintenance planning and has just successfully completed the state audit.

Professional Development

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

5.02	The District teacher and principal evaluation processes are aligned with the Alaska Professional Teacher Standards and the Standards for Alaska’s Administrators.(1199)	
Assess		
	Rubric Score:	1
	Level of Development:	No development or Implementation
		<i>Will include in plan</i>
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Completed

Leadership

Domain 6.0- There is evidence that administrative leaders focus on improving student achievement.

6.01	District leaders facilitate the development of the district improvement goals and the alignment of school and district goals.(1203)(KEY)	
Assess		
	Rubric Score:	2

	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal and Superintendent will meet with the Title I team 2 times a year to work and establish the goals. At the end of the year, the team will review test data and review with the board.	

6.02	District leaders assist instructional leaders in understanding student assessment data and its use in improving instruction.(1205)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	Each year in the Fall, scores for students are reviewed and the teachers make a targeted plan on how they will address each students. Teachers meet during their weekly staff meetings to review student progress.	

6.03	District staff systematically monitors the implementation of the school improvement plans. (1207)(KEY)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district is in the process of developing a viable district School Improvement Plan to be aligned to the approved Strategic Development Plan.	

6.04	District ensures that instructional leaders have access to and are implementing Alaska Content Standards.(1208)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	There are two instructional leaders. Both leaders are working with teachers to ensure the standards are implemented with fidelity. Both have received training and are going to updates to ensure they have the knowledge to teach others.	

6.06	District leaders build a productive, respectful relationship with parents and community members regarding district improvement efforts.(1209)(KEY)		
Assess			
	Rubric Score:	2	
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have yearly gone over Title I and testing questions with parents at open house. We invite parents to Title I planning meetings and the board has two public hearings a year on district improvement efforts.	

6.07	District has a process for the school instructional leader to receive support and guidance as part of the administrator evaluation procedure.(1210)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	We completed rewriting and setting up a new evaluation system for teachers and administrators.	

6.09	District provides information about and training in the use of evaluation policies and procedures for all personnel.(1212)		
Assess			
	Rubric Score:	3	
	Level of Development:	Full Implementation	
	Evidence:	Once new evaluation was decided upon, the district implemented training for all staff during in-service and made the training a part of the Professional development plan.	