

# The PL/CS Program Review for School Community Partners

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# During This Videoconference...

- Background of Program Reviews
- Layout of the PL/CS Program Review
- Content of the PL/CS Program Review as it relates to collaboration and partnerships within a CSHP
- Program Review Process

# Program Review Background

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# Senate Bill 1

- In 2009, Kentucky's General Assembly passed Senate Bill 1 (SB1), which resulted in many changes to Kentucky's education system
- SB1 eliminated Practical Living/Career Studies (PL/CS) and Arts and Humanities from the state standardized test (formerly referred to as the CATS test); SB1 also eliminated writing portfolios
- SB1 replaced these with the implementation of three program reviews

# Purpose of the Program Reviews...

- To improve the quality of teaching and learning for all students in all programs
- Allow equal access for all students to the skills that will assist them in being productive citizens
- Allow student demonstration of understanding beyond a paper-and-pencil test
- Ensure a school wide natural integration of the program skills across all contents, beyond the program areas

# Program Review

A systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative supports and monitoring

KRS 158.6453 (1)(i)

# Draft Writer's Considerations

- Practical
- Allows for diversity between schools
- Encourages Innovation
- Measureable



| Action  | Timeline                     |
|---|------------------------------|
| <b>Pilot</b> Program Reviews in a small number of districts to gather evidence and further inform the design    | Spring 2010                  |
| All <b>schools have access</b> to Program Reviews in draft form   | Spring 2010                  |
| <b>Revise</b> Program Reviews based on pilot results  | Summer 2010                  |
| Program reviews <b>still under revision</b> ; <b>Professional Development</b> provided to schools and districts | Fall 2010 thru Summer 2011   |
| <b>All schools/districts implement</b> Program Reviews  | <b>2011-2012 School Year</b> |

# Proposed Accountability Model

| <b>Next-Generation Learners</b><br><br><b>50%</b>  | <b>Next-Generation Instructional Programs and Supports</b><br><br><b>30%</b> | <b>Next-Generation Professionals</b><br><br><b>20%</b>      |
|--|--|---|
| Achievement (Proficiency) Gap<br>Growth<br>Readiness for College/Career<br>Graduation Rate | Program Reviews  | Percent Effective Teachers<br><br>Percent Effective Leaders |

# World Language and Primary Reviews



# 2011-2012 Accountability

- Every school will complete the Program Review during the 2011-2012 school year through field testing and the public reporting of data.
- Results will be sent to KDE.
- KDE will publicly report Program Review results statewide.
- Full accountability for program reviews will begin in the 2012-2013 school year

# Layout and Content of the PL/CS Program Review

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# Practical Living/Career Studies (PL/CS)

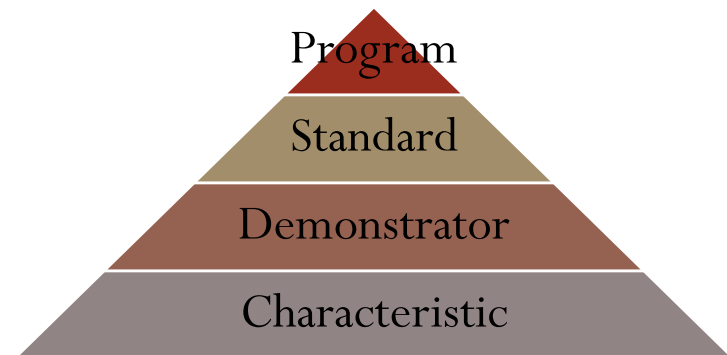
- PL/CS is comprised of four disciplines:
  - Health Education
  - Physical Education
  - Consumerism
  - Careers
- Practical Living is considered health and physical education

# Standards in All Program Reviews

- Curriculum and Instruction
- Formative and Summative Assessments
- Professional Development and Support Services
- Administrative/Leadership Support and Monitoring

# Arrangement of All Program Reviews

- Standards –defined by Senate Bill 1
- Demonstrators – statements that describe what is happening in a school considered to be fully functioning
- Characteristics – for a demonstrator, specific occurrences in a school considered to be performing at high levels
- Examples of Evidence – schools will use evidence to support decisions



# Sample Rubric

\*Revisions to the rubrics are currently being worked on

## KDE Program Review Guide for Practical Living/Career Studies Curriculum and Instruction

|   |   |                                      |
|---|---|--------------------------------------|
| <b>Demonstrator:</b>  |   |                                      |
| <b>Examples of Evidence</b> <small>sample evidence:</small> |   |                                      |
| <b>Needs Improvement</b><br>(X 1/bullet)                    | <b>Proficient/<br/>Meets Expectation</b><br>(X 2/bullet)  | <b>Distinguished</b><br>(X 3/bullet) |
|   |   |                                      |
|   |   |                                      |
|   |   |                                      |
|   |   |                                      |
| <b>Total points</b><br>(x)                                  |   |                                      |
| <b>Rationale including detailed list of evidence:</b>       | <i>(Schools would write concise rationale as to how identified evidence supports level of implementation and where this evidence would be located, i.e. website, SBDM minutes, student work samples, etc. This would be an expanding table which would submit text electronically.)</i> |                                      |
| <b>Recommendations for improvement:</b>                     |   |                                      |

# Links to Collaboration and Partnerships – Curriculum & Instruction

- Demonstrator 2: Aligned and Rigorous Curriculum
  - Health Education
    - The health education curriculum provides active learning strategies and activities for each of the National Health Education Standards, and covers all of the health education content areas allowing students to acquire the knowledge, attitudes and skills required to making health-promoting decisions, achieve health literacy and adopt health-enhancing behaviors.
    - The health education curriculum includes opportunities for students to practice the life skills that influence healthy relationships, as related to family, peers, the community, and the workplace.

# Links to Collaboration and Partnerships – Curriculum & Instruction

- Demonstrator 2: Aligned and Rigorous Curriculum
  - Physical Education
    - All students actively participate in four or more components of a comprehensive school-based physical activity program (e.g. classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).

# Links to Collaboration and Partnerships – Curriculum & Instruction

- Demonstrator 3: Instructional Strategies
  - PL/CS (all four disciplines)
    - Teacher and student representatives collaborate with community partners on Advisory Committees (e.g. Coordinated School Health Committee, Business & Industry Advisory Committee) as a constant resource to enhance instruction and provide services to students.
    - The PL/CS curriculum incorporates connections to community, society and current events, with work-based learning opportunities for all high school students

# Links to Collaboration and Partnerships – Curriculum & Instruction

- Demonstrator 4: Student Performance
  - PL/CS (all four disciplines)
    - A variety of extra/co-curricular activities related to PL/CS curriculum is available and each student participates in at least one extra/co-curricular activity per year.
  - Health Education
    - Students are engaged in an intentionally designed program approach to ensure provision of health-related certificates.
  - Physical Education
    - Students are engaged in an intentionally designed program approach to ensure provision of physical education related certificates.

# Links to Collaboration and Partnerships – Formative & Summative Assessment

- Demonstrator 2: Expectations for Student Learning
  - All students participate in physical education and/or physical activity during the school day and minutes of activity are reported to the SBDM for inclusion in school report cards as applicable to KRS 158.586 or 160.345.

# Links to Collaboration and Partnerships – Formative & Summative Assessment

- Demonstrator 3: Response to Assessment
  - The PL/CS teacher uses a variety of sources and regularly meets with colleagues to examine evidence, reflect on and improve instructional practice.
  - Teachers use multiple methods to systematically gather data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs.

## Links to Collaboration and Partnerships – Professional Development & Support Services

- Demonstrator 2: Participation
  - Teachers and student representatives collaborate with community partners to participate on various Advisory Committees
  - PL/CS teachers collaborate with postsecondary partners in the development of articulation and dual credit agreements and also transition plans for students with special needs.
  - Time in the master schedule or a stipend is available for teachers to plan and collaborate with external partners
  - An emphasis on collaboration and integration among teachers, coordinated school health personnel, curriculum and technology specialists, and community and business partners is apparent in the school culture.

## Links to Collaboration and Partnerships – Administrative/Leadership Support & Monitoring

- Demonstrator 1: Shared Vision
  - Leadership involves representation of the school and community stakeholders in shaping and refining the vision statement.
- Demonstrator 2: Time and Resources
  - The school frequently utilizes external resources that benefit PL/CS instruction (e.g. industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).

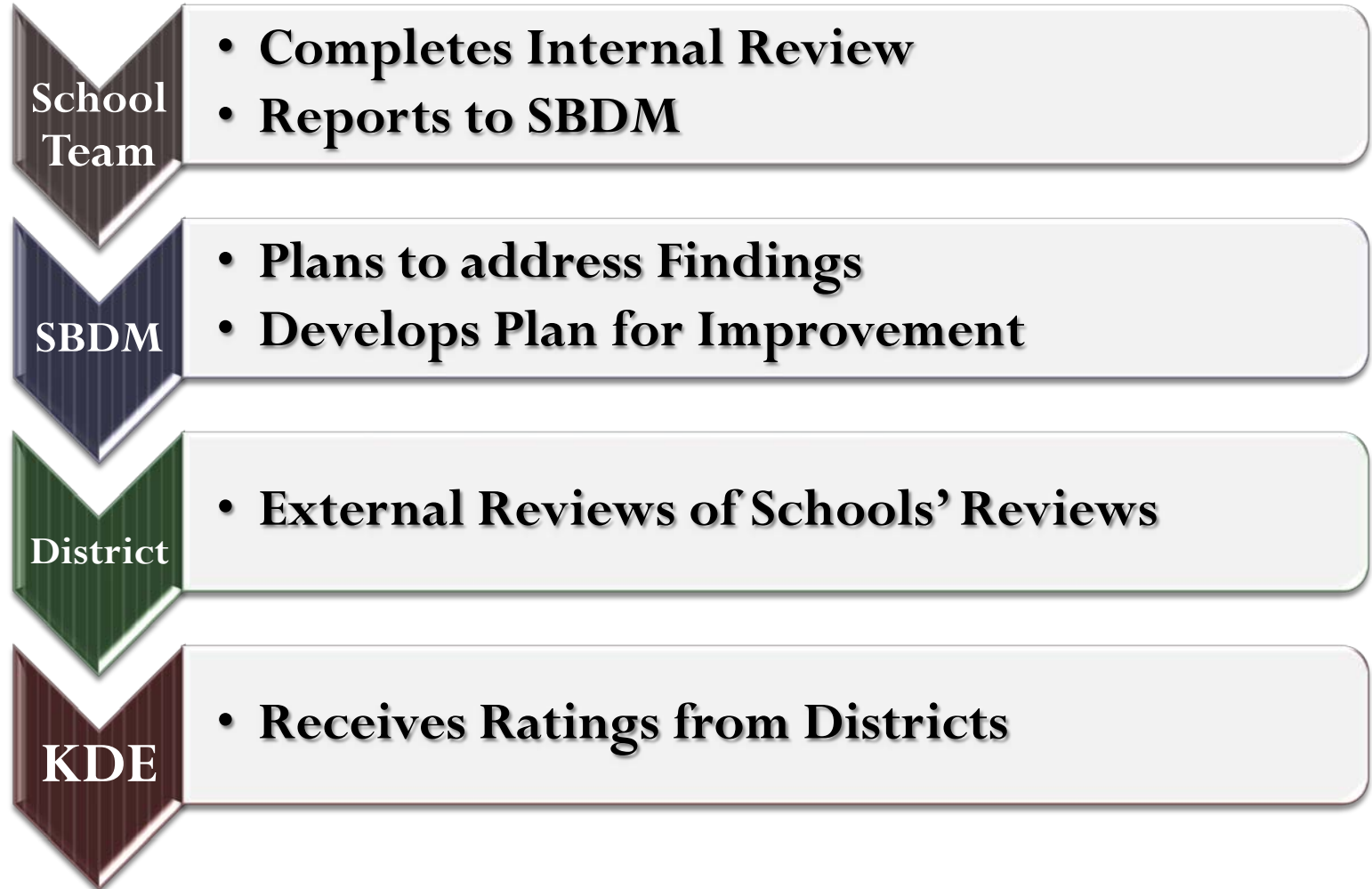
# Links to Collaboration and Partnerships – Administrative/Leadership Support & Monitoring

- Demonstrator 3: Policies and Monitoring
  - Advisory committees (e.g. Coordinated School Health Committees, CTE program advisory committees) meet at least quarterly throughout the school year to ensure quality PL/CS programming and policies
  - The SBDM Council has a policy for the on-going PL/CS program review throughout the school year that fully utilizes community and parental involvement.
  - A school wellness policy is in place that is reviewed and updated annually and also addresses the BMI percentile of all students and intervention strategies for improvement that are included in the CSIP (Comprehensive School Improvement Plan).
  - School is implementing the district wellness policy via a local wellness policy and a systematic plan is in place for the SBDM (School Based Decision Making) to provide feedback to the district regarding progress annually.

# Program Review Process

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# Reporting Sequence



# Internal Program Review Process

1. Create or Convene Review Committee
2. Identify and Update Evidence
3. Convene for Rubric Assessment Process
4. Identify Next Steps
5. Share the Internal Program Review Report

# Create or Convene Program Review Committee

- Sub-committee of the SBDM
- Include teachers who work in and outside the content areas, school leaders, etc.
- Other possible team members should include: parents, students, community stakeholders, classified school staff, FRYSC, etc.
- The committee should:
  - be convened for an initial informational meeting
  - then convene at least two more times throughout the school year to determine if recommendations are being implemented and identify evidence



# Identify and Update Evidence

- Evidence is identified to support the school's analysis
- Multiple areas
- Multiple forms
- Easily retrievable



# Examples of Evidence

- Family Financial Literacy activities
- Fitness testing (e.g. FITNESSGRAM, President's Physical Fitness Challenge, Personal Best)
- SBDM Council Mission/Vision AdHoc Committee minutes showing membership with PL/CS representation
- Wellness policy
- Career pathways/course offering forms
- Course syllabi
- Teacher reflections
- Digital recordings
- Documentation of speakers
- Recordings of student presentations
- Documentation of innovative opportunities for students to demonstrate communication skills: podcasts, power point presentations, documentaries, oral histories

# Convene for Rubric Assessment Process

- After reviewing the evidence, the Review Committee should convene to complete the program review rubric.
- Complete each row of the rubric with consensus on the performance levels.
- After the rubric is complete, compose a rational that details the evidence that supports and justifies the level of performance determined by the team.

# Identify Next Steps

- Examine characteristics that are rates as “Needs Improvement” and draw on ideas and suggestions of the review committee to determine next steps for program improvement in moving to “Proficient.”
- Do the same for characteristics that are rated “Proficient” in moving them to “Distinguished.”
- Complete the Recommendations for Program Improvement section for each demonstrator.

# Share the Internal Program Review Report

- Program Review Report sets should be shared and discussed with a variety of stakeholders, through a variety of means.
  - SBDM, district leadership, school board members
  - Parents
  - All school faculty
  - Community stakeholders

# District External Review

- District leaders are responsible for conducting an annual external program review. The method is a local decision.
- Possible process includes:
  1. Determine and Convene the External Review Team (representative of the superintendent, district curriculum and /or program resource specialists, University or community partners, staff members from neighboring school or district, representatives from the educational cooperative)
  2. Study the Internal Program Review Report
  3. Conduct the External Review Site Visit
  4. Produce the External Review Report
  5. Share the External Review Report

**What QUESTIONS  
do you have?**





# Contact Information

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