****

**Alternative Education High School Evaluation Rubric**

**Program Name**

**Date of Visit:**

**District (LEA):**

**Sending Schools:**

**Total Points: \_\_\_\_\_ out of \_\_\_\_\_ points**

**Rating:**

*(Noncompliant: 0 points, Effective: 1 point, Highly Effective: 2 points)*

**Appropriate Program Design to Serve At-Risk Students Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| **Too many or too few students were served.** | **The program served an appropriate number of students. (Ex. approximately 15 students for every certified teacher)** |  |
| Program fits the description of a virtual, credit recovery or remediation program rather than an alternative education program. | Program fits the description of an alternative education program that meets the 17 criteria in state statute. | Program fits the description of an alternative education program that meets all 17 criteria in state statute serving students in a variety of methods. |
| Students were placed on short-term basis. | The program meets the required minimum daily instructional time of 4 hours 12 minutes/ 5 days a week or 756 hours in a 180-day school calendar; and the duration of the intervention was typically one or more semesters for the majority of students served. |  |
| Alternative education students were not provided with standard services (ex. library access, school nutrition, transportation and facilities). | Alternative education students were provided with standard services (ex. library access, school nutrition, transportation and facilities). |  |
| Program resources were inadequate to implement the program as designed. | Instructional materials and staffing levels supported program quality and demonstrated a reasonable contribution of local funds beyond the state allocations. |  |
| Special education students were over-represented or excluded from program. The alternative education was used in place of special education program or as an extension of the special education program. | Special education student rate matches the district special education student rate. |  |
|  | The program was designed to provide differentiated serviced to students with a variety of needs and relates to the goals and objectives of the program. | Student’s success is central to the goals and objectives of the program, which includes the development of emotional/social, intellectual, career readiness skills, and safety. |
| **Program does not allow students who otherwise met the requirements to participate in vocational programs and extra curriculum activities; included but not limited to athletics, band, clubs and graduation.** | **Program allows students who otherwise met the requirements to participate in vocational programs and extra curriculum activities; included but not limited to athletics, band, clubs and graduation.** |  |
| Students were placed in the program for disciplinary reasons. | Program uses discipline as a component of the broader picture of successful student programming. |  |
| Program does not promote a safe and secure environment while developing the emotional and physical wellness of all students. | Program promotes a safe and secure environment while developing the emotional and physical wellness of all students. | Program promotes a safe and secure environment while developing the emotional and physical wellness of all students. Program also administered a climate/culture survey to students and staff. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Faculty Selection Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| Faculty were assigned to the program because of availability or administrative convenience and not based on the proven success with students at-risk of school failure. | Faculty were selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at risk-students. | Meets all criteria for Effective, in addition, staff worked to improve their understanding of the philosophy of alternative education programming, required criteria, and instructional approaches. |
| **All classes were not conducted by a certified teacher.** | **All classes were conducted by a certified teacher.** | **All classes are conducted by highly qualified teachers.** |
| Teacher(s) lack the content knowledge to provide effective instruction in one or more areas and receive no professional development to support those areas. | A variety of professional development approaches, including technology, are taught to accomplish the goals of improving instruction that all tradition teacher receive. | Increase teacher and staff training to ensure the use of strategies that align with the needs of the program options beyond traditional professional development. (ex. regional meetings, webinars, book studies, state conferences, Ed Camps, national conferences) |
| No time provided for teachers’ collaboration and support for the development and maintenance of professional learning communities (PLC) and staffing of students. | Time provided for teachers’ collaboration and support for the development and maintenance of professional learning communities (PLC) and staffing of students. |  |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Intake and Screening Rating: \_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| The program served relatively low-risk students. | The program was appropriately designed to serve the students who were at greatest risk of not completing high school for reasons other than a disability. | Students at high-risk of dropping out and whose needs were not met by other district services were served (overage/underserved students.) This includes re-engaging former dropouts and actively recruiting participation in program. |
| Inadequate student records are maintained. | The program ensures that all records are complete prior to enrollment in the program. |  |
| Program does not have a student responsibility component in intake and screening process. | Students may be asked to demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting). | All students asked to demonstrate responsibility steps as part of the intake and screening process (responsibility steps, contracting). |
| No formal intake and screening process is in place or screening process is circumvented. | Both traditional and alternative education teachers are included in the intake and screening process. | Committee (traditional, alternative education program, administration, and counselor) intake and screening were conducted with student and parent. |
| Most students have no real choice about program or all referrals are automatically accepted. | Most students voluntarily enrolled in the program (legal assignments excluded). | The program is accurately described as a “school of choice”. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**State and Local Collaboration Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| No collaboration with local or state agencies. | Coordinates services across multiple organizations to meet student needs. | Community services were an integral part of the success of the alternative program. |
| Limited effort to actively engage the students with community agencies, organizations, or individuals. | Students engage in activities that provide benefit to the community. (Ex. service learning) | An active, community-based advisory group participates in the development, implementation and improvement of the program. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Graduation Plan Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| Options for career tech, jobs, and/or concurrent enrollment were included in students’ graduation plans. | An environment for academic preparation that promotes a wide range of post-secondary options including career tech, military, work, and college is created at the program. | Graduation plan goals and data assist students with successful transitioning to career tech, military, work, college, or community service projects. |
| Graduation plans were not regularly updated and limited to graduation checklist. | A graduation plan was completed, reviewed quarterly and included transitions beyond high school. | Students and teachers were engaged in the development, review, and revision of graduation plans and were cognizant of student status and progress toward graduation. |
| No behavior goals were developed to assist with student improvement in academic, career, and emotional/social areas. (Ex. PBIS) | Goals for behavior factors that impeded students’ success (ex. absences, drug issues, and suspensions) were included in the plan or separate documents. (Ex. PBIS) | Parents/guardians are included in the development of behavior goals to better support student success. (Ex. PBIS) |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Individualized Instruction Rating: \_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| There was no differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs. | Individual instruction includes learning activities and techniques that actively engage students. Approaches may include textbooks, packaged courses computer-assisted instruction, teacher-designed curriculum, hands-on activities, and project –based learning. | Extends approaches to encompass a broad range of instructional options (experiential learning, foreign language, extended technology, fine arts, STEM). |
| Opportunities for interactive (cooperative) learning among the students was limited in the program. | Interactive (cooperative) learning opportunities are incorporated in the program. | Students have continued opportunity over the in all areas of the program to have interactive (cooperative) learning experiences. |
| The program shows an understanding to academic, behavioral, cultural, developmental, gender, and societal needs of the students. | The program demonstrates an understanding and sensitivity to academic, behavioral, cultural, and developmental, gender, and social needs of the students. | Adjustments are made in set up, delivery, and planning to better serve students’ academic, behavioral, cultural, development, gender, and social needs. |
| The program does not allow students any input in their learning environment. | The program actively promotes student engagement and affords student with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness. | Students and community partners are utilized when integrating life skills, soft skills, college and career readiness, and service learning into the program. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Effective Instruction Rating: \_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| **Course materials does not meet state standards.** | **Course materials meets state standards.** |  |
| The program does not keep up-to-date records indicating whether each student is making sufficient progress toward graduation. | The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation. | The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation and communicates regularly with the student and parents. |
| Although teacher(s) were available to answer questions, students were expected to learn on their own. | The program was designed to ensure substantial daily, personal interaction with teacher(s). | Teachers and other program staff worked individually with students to ensure academic success. |
| Students demonstrated inadequate academic progress and/or improvement on key variables (GPA, attendance, suspensions, test scores, courses completed). | Students demonstrated satisfactory academic progress and/or exceptional improvement on key variables (GPA, attendance, suspensions, test scores, courses completed). | Students demonstrated exceptional academic progress and/or exceptional improvement on key variables (GPA, attendance, suspensions, test scores, courses completed). |
| Student progress was monitored at semester. | Student progress was monitored every quarter with parent contacts. | Student progress is monitored bi-weekly or more with parent contacts. |
| The program lacks adequate rigor. Student scores on state assessment may indicate this or the pace of credit earning that is acquired brings curricular rigor into question. | The curriculum has the appropriate rigor and is matched to the needs of learners. This could be reflected in student scores on state assessment or in credit accrual. | IT IS A DIFFERENT EDUCATION, NEVER A LESS THAN EDUCATION |
| Program does not implement Response to Intervention (RTI) practices. | Program partial implemented Response to Intervention (RTI) practices that utilizes continuous assessment for placement, instruction, intervention, and transition decisions. | The program implements Response to Intervention (RTI) practices that utilizes continuous assessment for placement, instruction, intervention, and transition decisions. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Counseling and Social Services Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective –2 points each** |
| Counseling services provided on an “as needed” basis or is not available to all students equally. | Certified/licensed counselors routinely scheduled sessions that encompass academic, career, and emotional/social wellbeing. | A broad range of weekly group and individual counseling services were provided that encompass academic, career, and emotional/social well-being for all students. |
| Referral to other service agencies was made when deemed appropriate. | Social services were arranged to meet students’ academic, mental, health, and/or family needs. | Additional counseling and social services features were evident (ex. home visits, parental trainings, wide range of topics addressed). |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Life Skills Instruction Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| No life skills instruction was provided or limited in time allotted for instruction and/or scope. | Life skills instruction was used to make the learning of core content more relevant for at-risk youth. | Life skills included; long-term transition to self-sufficiency, employment or financial stability and supportive social relationships for adult life. |
| A life skills curriculum was implemented but it was not appropriate for the ages or interest of the students in the program. | The instructor incorporated life skills instruction and activities into regular course content and it was age appropriate and aligned to students’ interest. | Opportunities outside the classroom which put relevant life skills into practice were evident. |
| Student do not complete an interest inventory. | Students research career fields and complete interest inventory to promote career development. | Students research career fields and complete interest inventory to promote career development. Career development assessment go beyond the inventory to interact with community career speakers. Students also participate in internships and mentorships. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Arts Education Rating: \_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| No art or music instruction was offered as a part of the program. | Arts education is infused into the curriculum and utilizes a broad spectrum of offerings (fine, performing and literary arts) in activity-based approaches. | Opportunities for all students to have art activities whether a course requirement or not (community support and art therapy). |
| The program staff ensured that students met the arts graduation requirement. | Arts-related instructional strategies were used throughout the year to expand and to enrich the curriculum. | Students were provided with opportunities to publish or perform (ex. displays, art shows, performances, or publications on the internet). Program incorporated artists or musicians as presenters. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**

**Self-Evaluation Rating: \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Noncompliant – 0 points each** | **Effective – 1 point each** | **Highly Effective – 2 points each** |
| **Did not turn in a detailed expenditure report by June 30th and a proposed budget by September 15th to SDE.** | **Did turn in a detailed expenditure report by June 30th and a proposed budget by September 15th to SDE.** |  |
| **No clear and measurable goals and objectives are found for the program.** | **Clear and measurable goals and objectives are available. The program prepares its own routine, annual evaluation report to determine program success and plans for continued program improvement.** | **Clear and measurable goals and objectives are available, posted, and discussed at least 4 times a year (state visit, presentation to the local school board, internal meeting with administration, and various internal and external evaluations).** |
| State reporting (alternative education plan and student data) was not completed or not completed in a timely manner. | State reporting (alternative education plan and student data) are completed by the required due dates. |  |
| The program rarely makes changes in response to feedback, especially feedback related to students outcomes. | Program staff use evaluative feedback, including student outcome data, for program improvement. | Program utilizes a variety of feedback (internal and external) for program improvement. |
| The program routinely reports its progress to students and parents. | The program routinely reports to building and district administration, as well as, students and parents. | The program routinely reports its progress to stakeholders (advisory board, local board of education, parents and students). |
| Program did an exit and/or climate survey with students or faculty. | Program did an exit survey with students or faculty. | Program did exit survey with students, parents and faculty. |

*(Rating - Noncompliant: 0 points, Effective: points, Highly Effective: points)*

**Notes:**