**Standard 1.0: Vision and Mission**

*An exemplary alternative education program operates with a clearly stated and aligned mission and vision with definable goals.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Vision and Mission #1** | The program's mission and vision are clearly stated and aligned to the targeted student population.  Evidence that the program’s mission and vision are alive in the daily practice and culture in the school.  Evidence that the mission and vision are inclusive of all stakeholders and were involved in the development of both.  There is a policy or practice in effect for the routine review and revision of the mission and vision. | The program's mission and vision are clearly defined and aligned to a generic student population.  The program’s mission and vision are articulated but not consistently evident in daily school culture.  Evidence that the mission and vision were developed with partial inclusion of stakeholders.  The mission and vision are reviewed inconsistently. | Little or no evidence available on mission and vision. No evidence of a targeted student population.  Little or no evidence of the mission or vision in daily school culture.  No evidence of stakeholder involvement of mission and vision.  No evidence of any reviews or revisions to the mission and vision. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 2.0: Leadership**

*An exemplary alternative education program has strong leadership and support at the district level.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Leadership #2** | District Leadership sustains and prioritizes sufficient resources (financial and other support) to protect the integrity of the program.  Administration utilizes a collaborative approach that ensures shared decision-making, high expectations for the program, and continuous monitoring of program quality.  Administration invests in and prioritizes the continuous professional development for ALL faculty and staff.  Leadership at all levels values and recognizes and supports the incorporation of personalized learning opportunities for all learners. | District Leadership allocates minimal funding and resources to protect the integrity of the program.  Administration utilizes some collaboration that may ensure shared decision-making, high expectations for the program, and continuous monitoring of program quality.  Administration allocates some resources to professional development of faculty and staff.  Leadership recognizes the personalized learning of all students. | District Leadership does not prioritize funding and resources to protect the integrity of the program.  There is little or no evidence of collaboration or shared decision making. Program monitoring is sporadic.  There is little resource allocation prioritized for supporting professional development.  There is inconsistent evidence that Leadership recognizes and/or supports the personalized learning of all students. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 3.0: Climate and Culture**

*An exemplary alternative education program provides a safe, positive, and nurturing environment that is conducive to learning.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Climate and Culture #3** | The alternative education program actively promotes and develops connections among students and between students and program staff that are positive and encourage academic and social success.  Program staff establishes clear expectations for learning and behaviors that are actively taught and reinforced throughout the school year.  The program has clearly developed and implemented a positive behavior intervention system that has been communicated to all stakeholders. Collective efficacy is evident.  Faculty and staff make a substantial contribution to school projects and initiatives and staff are recognized for accomplishments and contributions to program. | The alternative education program promotes connections among students and between students and program staff that are positive and encourage academic and social success.  Program staff establishes clear expectations for learning and behavior.  The program has a clearly developed positive behavior intervention system with sporadic implementation.  Faculty and staff make contributions to the school community. | There is little to no evidence that the alternative education program fosters and develops connections between members of the program.  Expectations for learning and behavior are inconsistent.  There is little to no evidence of a positive behavioral intervention system.  Faculty and staff make minimal contributions to the school community. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 4.0: Staffing and Professional Development**

*An exemplary alternative education program provides high quality professional development to faculty and staff that focuses on identified training needs.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Staffing and Professional Development #4** | There is a clearly defined professional development plan, that receives stakeholder input, is aligned with the program’s mission and vision and is revised annually.  Professional development is aligned with evidence-based practices to meet the needs of alternative education faculty and staff.  All faculty and staff are properly certified or qualified to teach at their grade level or specific content area and have chosen to work in the alternative setting.  There are clear standards associated with the hiring process for new faculty and staff. Every attempt is made to ensure that staff diversity is representative of the student/community demographic. | There is a staff development plan that is shared from administration with some stakeholder input. Alignment with programs mission and vision is emerging. Plan is revisited but not annually.  Professional development is generic and intended to meet the needs of a large group of educators.  All faculty and staff are properly certified to teach at their grade level or specific content area. some may have been placed in the alternative setting.  There are standards associated with the hiring process for new faculty and staff. Ensuring diverse representation is emerging. | Professional development plan is not clearly defined or aligned with identified needs of the program’s mission and vision. There is no process for revisiting the plan.  There is little to no evidence of professional development being offered to faculty or staff.  There is little to no evidence that faculty and staff are properly certified or qualified to teach within the alternative education program.  There is little to no evidence that a clear hiring process is in place within the alternative education program. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 5.0: Curriculum and Instruction**

*An exemplary alternative education program provides effective instruction utilizing evidence-based curriculum and teaching practices.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Curriculum and Instruction #5** | The program uses evidence-based curriculum and teaching practices that go through a rigorous approval process and meet federal and state standards.  Instructional model is systemic has data to support its effectiveness is differentiated and personalized to meet the needs of the individual student.  Technology is available and accessible for all students and incorporated into lessons and activities.  The program uses data driven instruction and incorporates the use of data in the planning and preparation of all instructional lessons. | The program uses evidence-based curriculum that meets state and federal standards.  Instruction is intended to meet the needs of all learners and has some data to support its effectiveness.  Technology is available and there are teachers may choose to incorporate into their lessons and activities.  The program collects instructional data but does not use it to plan for future instruction with students. | There is little to no evidence that the program uses evidence-based curriculum and meets the minimal federal and state standards.  There is little to no evidence that any instructional model is effective.  Student access to technology is not supported. There is little to no evidence that any technology is being used in the classroom.  There is no evidence that data is used to plan for instruction. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 6.0: Student Assessment**

*An exemplary alternative education program utilizes a research-based/evidence-based framework to monitor student progress and adjusts instruction accordingly.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Student Assessment #6** | The program framework for monitoring student progress is evidence-based and implemented with fidelity and/or adapted appropriately to align with the program’s mission and vision.  The program can support assessment practices and uses a combination of formative and summative assessments in the classroom. Data from the assessments is used for instructional purposes.  Students’ progress is based on standards and content competencies. Progress is recorded and reviewed with students and families on a scheduled regular basis. There is complete uniformity in grading practices from teacher to teacher and standards are articulated across content areas.  Teachers use multiple forms of assessment to determine student progress. Teachers have the flexibility to use professional judgement based on individual student needs. (Ex. Observation, portfolios, paper/computer-based assessment, peer review, etc.) | The program framework for monitoring student progress is evidence-based.  The program uses a combination of formative and summative assessments in the classroom.    Student progress is recorded and reviewed with students and families routinely. There is some uniformity of grading practices from teacher to teacher and standards within content areas.  Teachers use one or two forms of assessment for students. There is some flexibility for teachers to use professional judgement. | There is little to no evidence of a consistent framework for monitoring student progress.  Assessments are not clearly defined or articulated across the system.  There is little to no evidence that students are informed of their progress before the end of the marking period. Standards are inconsistent from one teacher to another or within content areas.  Assessment practices are fixed and rigid and not aligned across the program. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 7.0: Transition Planning and Support**

*An exemplary alternative education program implements a transitional plan for students entering and exiting the program which ensures the likelihood of student success.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Transition Planning and Support #7** | The alternative education program has clear and articulated criteria and procedures for transitioning students (a) from traditional education services to the alternative program, (b) from the alternative program to the student’s next education or vocational setting, and (c) long-term transition to self-sufficiency, employment or financial stability and supportive social relationships for adult life.  The program has a clearly defined system/curriculum to help students plan for life after high school that is adequately staffed to provide students needed support for post-secondary transition that is aligned with student skills and interests. | The alternative program criteria and procedures for transitioning students.  Some career and advanced educational opportunities are provided.  The program has a system for post-secondary transition planning. | There is little to no evidence of a systemic transition criteria for students.  Opportunities for career and advanced educational opportunities are inconsistent. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 8.0: Parent/Family Engagement**

*An exemplary alternative education program strives to establish partnerships with parents/families to nourish a system of shared responsibility for enrolled students.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Parent/Guardian Involvement #8** | Active family engagement involvement is provided and encouraged with clearly defined opportunities scheduled and embedded in the school calendar beyond parent-teacher meetings.  The alternative program actively seeks parent/guardian input in all areas related to the School Improvement Process/Plan. Including full transparency regarding school achievement data.  The parent/guardian is an equal partner in the educational decision making of their child’s alternative education program plan. | Parent/guardian involvement is encouraged but no opportunities provided outside of parent-teacher meetings.  There limited parent/guardian input for the School Improvement Process/Plan.  The program attempts to communicate with families is infrequent or inconsistent and are not intended to | There are limited opportunities for parent or guardian involvement.  The program makes little or no attempt to seek parent/guardian input for the School Improvement Process/Plan.  There is no consistent plan for communication with parents or guardians. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 9.0: Collaboration**

*An exemplary alternative education program strives to establish collaborative partnerships with the community to nourish a system of shared responsibility for enrolled students.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Collaboration #9** | There is evidence of on-going authentic partnerships between program, home, community agencies, industry, government, faith-based organizations, and law enforcement based on mutual respect and collaboration are established, which will result in improved student and program performance.  School leadership meets with stakeholders routinely and actively works to build collaborative partnerships that meet the needs of the program’s mission and vision. | Limited collaboration with agencies, organizations or individuals. No clear process for identifying and/or identifying stakeholders.  School leadership meets with stakeholders and is working towards building collaborative partnerships. | Insufficient, minimal, or no collaborative partners such as agencies, organizations, or individuals serving youth.  There is minimal reliance or involvement of services outside of school personnel. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 10.0: Program Evaluation**

*An exemplary alternative education program utilizes authentic assessments to determine programming changes.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Program Evaluation #10** | Student outcome data are collected and used in guiding instruction. Data gathered will include graduation rates, credits earned, attendance, discipline, state assessment data, and other data points that determine outcome data decision making.  A dynamic school improvement plan is in place with goals aligned with state and district criteria for success. The plan is frequently visited and includes specific measures for success.  Professional Learning Communities meet regularly and have clearly defined goals that are data driven. Student growth data drives instructional practices. | Some outcome data is evident and used to inform decision making. Minimal data collected includes graduation rates, credits earned, discipline, and state assessment data.  School improvement plan is in place for compliance. Success criteria is emerging.  Professional Learning Communities meet on a schedule that may or may not be routine. Meeting outcomes are focused on student growth goals, with some attempts to revise instructional practices. | Data collected is sporadic and outcomes do not drive decision making.  There is no written or communicated school improvement plan.  No routinely scheduled opportunities for teachers to meet for the purpose of reviewing student growth data and revising instructional practices. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 11.0: School-Based Counseling**

*An exemplary alternative education program provides students with school-based counseling to address a broad range of identified needs*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **School Counseling #11** | The program has a certificated school counselor and a systematic referral process for student counseling support is clearly articulated to all stakeholders and implemented with fidelity.  The school counseling program is based on an evidence-based framework with clear standards, for instance the American School Counselor Association (ASCA)  Students are provided equitable and routine access to a certified and licensed school counselor. School counselor offers a broad range of individual, group support, post-secondary guidance and responsive services.  Viable collaborative partnerships to support the mental health needs of students and their families are offered on a regular basis. Topics cover current and future needs of the students as well as social and emotional growth issues. | A referral process for student counseling support is available but may not be systematic and implemented with fidelity.  The school counseling program has clear standards.  Students are provided routine and scheduled access to certified and licensed counselors. Group and individual sessions are available to students.  Targeted sessions and referral to support student and family mental health needs are offered on an as needed basis. | There is no school counseling support for students or access is limited to a few students.  There is no standard for providing school counselor.  No guidance services are offered or are too infrequent to make a positive impact on student growth.  Non-certified personnel provide counseling or counseling offered is reactive rather than proactive.  No system is in place for referring students to external support agencies. Limited or no relationships exist with external support agencies. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 12.0: School Social Work**

*An exemplary alternative education program supports the mental health needs of all students.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **School**  **Social Work #12** | Strong collaborative partnerships to support the mental health needs of students and their families are offered through a wide range of options (e.g. crisis intervention, home visits, etc.) by licensed social workers. A wide range of topics covering the current and future needs of the students are offered.  A licensed social worker offers social-emotional learning sessions of interest to students through the academic program of the school on a regular basis.  Referrals are made to outside agencies.  There is a formalized system for follow up on service support which is measured against student improvement and academic success. | Collaborative partnerships to support the mental health needs of students and their families are offered through limited options by licensed social workers. A limited range of topics are offered.  Staff workers offer social-emotional learning sessions of interest to students through the academic program of the school on a regular basis.  Referrals are made to outside agencies on a limited or emergency basis.  There is a system for follow up on service support which is measured against student improvement and academic success. | Limited or no collaborative partnerships to support the mental health needs of students and their families are offered.  There is no social worker available.  No social-emotional learning sessions of interest to students are offered.    Referrals are made to outside agencies on an emergency basis only or not at all.  There is no system for follow up on service support or the support is not measured against student improvement and academic success. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 13.0: Digital/Virtual Learning**

*An exemplary alternative education program integrates technology as a foundational base to support instruction.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Digital/Virtual Learning #13** | Technology is woven into the planning process to support instruction and is used as an instructional tool to support differentiation.  Technology skills preparing students for the 21st Century world of work are emphasized and taught to all students.  Students are provided on-line learning opportunities that are personalized and based upon student need. | Technology is used to enhance student learning as necessary.  Technology skills preparing students for the 21st Century world of work are offered.  Online learning is available for students and utilized as needed. | Technology is extremely limited and not used with intention or related to student learning.  Limited or no evidence that technology skills preparing students for the 21st Century world of work are being taught.  Limited or no on-line courses are available to students. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 14.0: Policies and Procedures**

*An exemplary alternative education program has clearly defined roles and responsibilities and operational policies support instruction.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Policies and Procedures #14** | Policies and procedures documents clearly define roles and responsibilities of the school and all stakeholders throughout the entire program and are evaluated and updated regularly.  Clearly articulated expectations for teaching and support personnel are written and shared annually.  Policy and procedures are evaluated and updated with stakeholder input annually.  The Code of Conduct and disciplinary actions are outlined in detail and include rationales for expectations, interventions and consequences.  School district policy identifies and supports the alternative school/program with clear policies and procedures. | Policies and procedures documents define roles and responsibilities of the school and all stakeholders through the program and are updated regularly as necessary.  Expectations for teaching and support personnel are written and shared.  Policy and procedures are evaluated and updated annually.  The Code of Conduct and disciplinary actions are outlined and include expectations, interventions and consequences.  School district policy and procedure refers to the alternative learning school/program | Policies and procedures lack clarity and/or are not shared with all stakeholders and are only routinely updated.  Expectations for teaching and support personnel lack clarity and/or follow through.  Policy and procedures are updated sporadically.  No written Code of Conduct or the Code of Conduct is outlined but not followed consistently or is not clearly outlined.  There are no school district policies or procedures for the alternative school/program. |
| **Total Points:** |  | | |
| **Comments:** | | | |

**Standard 15.0: Non-Traditional Educational Plans**

*An exemplary alternative education program individualizes the student’s curriculum and instruction using a learner plan to engage and challenge the student.*

|  |  |  |  |
| --- | --- | --- | --- |
| NAEA Practices | Exemplary  (4) | Accomplished  (3) | Needs Developing  (2) |
| **Non-Traditional Educational Plans #15** | Student educational planning extends beyond high school graduation to assist students with a successful transition to post-secondary experiences, including employment, fiscal responsibility, enrollment in higher education schools or programs, or enlistment. All plans have appropriate documentation that they have been implemented (college acceptance letter, enlistment confirmation, employment or apprenticeship verification)  Post-secondary planning is focused on the student’s strengths and includes reflection on growth throughout high school.  Plan is developed with students and staff during entrance and exit. The Plan is modified as appropriate as student progresses through high school | Student educational planning extends beyond high school graduation to assist students with post-secondary employment, fiscal responsibility, enrollment, or enlistment; however, artifacts or verification are not evident.  Post-secondary planning is articulated but may not be realistic or focused on the student’s strengths. Reflection on student growth throughout high school is not evident.  Plan is developed with students and staff during entrance into high school but is not regularly reviewed and modified as appropriate. | There is no evidence of a process for successfully transitioning students to post-secondary experiences.  Student has not initiated a plan with steps towards life  beyond high school.  There is no evidence that post-secondary planning is a part of the program.  Staff have little to no involvement in assisting the student with post-secondary plan or no plan is developed at all during the course of the student’s high school career. |
| **Total Points:** |  | | |
| **Comments:** | | | |

# The following criteria are rated as met/not met

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Certified Teachers | Not Met | | | | | Met | | |
| Courses Meet Curricular Standards | Not Met | | | | | Met | | |
| Clear and Measurable Goals and Objectives | Not Met | | | | | Met | | |
| Effective Student/Teacher Ratio | Not Met = More than 15 to 1 | | | | | Met | | |
| Faculty Selection | Not Met | | | | | Met | | |
| Program of Choice | Not Met | | | | | Met | | |
|  |  | | | | |  | | |
| Designed to Serve Grades (check all that apply) | 6 | 7 | 8 | 9 | 10 | | 11 | 12 |

**Exemplary = 55 to 60 points**

**Accomplished = 49 to 54 points**

**Needs Development = 48 to 30 points**

**Summary of Evaluation:**