



## Alternative Education Middle School Evaluation Rubric

12/2/2019

<b>Program Name:</b>	
<b>Date of Site Visit:</b>	
<b>District (LEA):</b>	
<b>Sending Schools:</b>	

<b>Total Points:</b>	0	out of 100 points.	<b>Rating:</b>
Non-compliant: 0-35 points, Effective: 36-84 points, Highly Effective: 85-100 points			

<b>Disclaimer:</b>	<p>The primary purpose of this rubric is to evaluate the effectiveness of an alternative education program based on how it implements the 16 criteria in state statute for Alternative Education. This rubric is based on the observations of the program during the Oklahoma State Department of Education – Alternative Education Office site visit.</p> <p>The effective column is displaying a positive program that shows success for students. The effective column is where the majority of programs will fall with specific programming options that may place a program in the highly effective column in one or more areas.</p>
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Criteria	Appropriate Program Design to Serve At-Risk Students	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Ratio of Students to Teachers	The program served an appropriate number of students.			
Type of Program	The program fits the description of an Alternative Education Program that meets all 16 criteria in state statute serving students in a variety of methods.			
Activities	The program allows students who otherwise met the requirements to participate in vocational programs and extra curriculum activities; including but not limited to: athletics, band, and clubs.			
Standard Services	Alternative Education students are provided with standard services (ex. library access, school nutrition, transportation, and facilities).			
Resources	Instructional materials and staffing levels support program quality and demonstrate a reasonable contribution of local funds beyond the state			
Number of Special Education Students	Special Education rate in the Alternative Education Program matches the Special Education rate in the district.			
Goals and Objectives	Student success is central to the goals and objectives of the program, which includes the development of emotional/social, intellectual, career readiness skills, and safety.			
Time	The program meets the required minimum instructional time of 4 hours and 12 minutes per day, 5 days a week, or 756 hours in district school calendar; and the duration of the intervention was typically one or more semesters for the majority of students served. The program has the appropriate documentation approved by the State Board if going below the minimum time required.			
Climate/Culture Survey	The 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.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-4 points, Effective: 5-14 points, Highly Effective: 15-17 points			
<b>Notes or Recommendations:</b>				

Criteria	Faculty Selection		Non-compliant	Effective	Highly Effective
			0 points ea.	1 point ea.	2 points ea.
Certification	Certified teachers conduct all classes. Districts have an approved "Teaching Out of Certification Form" for every teacher teaching out of their certified area in the program.				
Selection	Staff work to improve their understanding of the philosophy of Alternative Education programming, the required criteria, and varied instructional approaches.				
Professional Development	Increase in teacher and staff trainings to ensure the use of strategies that align with the needs of the program and at-risk student options beyond traditional professional development. (ex. regional meetings, webinars, book studies, state conferences, Ed Camps, national conferences).				
Professional Learning Communities (PLC)	Time is provided for teacher collaborations and support for the development and maintenance of professional learning communities (PLC).				
Staffing	Time is provided for teacher and administration staffing of student progress quarterly.				
<b>Section Score:</b>	0	<b>Totals:</b>	0	0	0
<b>Section Rating:</b>	Non-compliant: 0-2 points, Effective: 3-8 points, Highly Effective: 9-10 points				
<b>Notes or Recommendations:</b>					

Criteria	Intake and Screening	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Risk of Students	The program is appropriately designed to serve students who are at greatest risk of not promoting to high school for reasons other than a disability.			
Student Records	The program ensures that all records are complete prior to enrollment in the program.			
Participants	A committee (traditional, alternative education, administration, and counselor) with the participation of the student and parent(s) is involved in the intake and screening process.			
Transitioning	There is a clearly defined entrance/enrollment and exit/transition process for the program that includes teachers, counselor, student, administrator, and parent.			
Choice in Program	The program is accurately described as a "school of choice".			
Discipline	The program uses discipline as a component of the broader picture of successful student programming.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-3 points, Effective: 4-9 points, Highly Effective: 10-12 points			
<b>Notes or Recommendations:</b>				

Criteria	State and Local Collaboration	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Community Supports	Coordinates services across multiple organizations to meet student needs.			
Community Service	Students engage in activities that provide benefit to the community.			
Community Building	Community-building activities are implemented to build relationships and trust between staff and students regarding commitment to learning.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points			
<b>Notes or Recommendations:</b>				

Criteria	Individual Career Academic Planning (ICAP)	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Development/Update of PEP	Personalized plans are completed, reviewed quarterly, and include transitions to high school.			
Positive Behavioral Interventions and Support (PBIS)	Goals for behavior factors that impeded students' success are included in the plan or separate documents. (ex. PBIS)			
Career Interest Inventory	Goals for career building and awareness are included in the plan or separate document, and a career interest inventory is administered to students.			
Expectations	Rules exist that are written, clearly understood by staff, students, and parents, and are applied consistently to guide students' behavior, monitor progress, and manage the learning experience.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-2 points, Effective: 3-6 points, Highly Effective: 7-8 points			
<b>Notes or Recommendations:</b>				

Criteria	Individualized Instruction	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Differentiated Learning	Individualized competency-based activities are provided as well as interactive (collaborative) learning to accommodate different learning styles, speeds and abilities.			
Demographic Needs	Adjustments are made in instructional set up, delivery, and planning to serve students' more appropriately in academics, behavioral, cultural, developmental, gender, and social needs.			
Student Input	The program actively promotes student engagement and affords students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points			
<b>Notes or Recommendations:</b>				

Criteria	Effective Instruction	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
State Standards	Course material meets state standards.			
Record Keeping	The program keeps up-to-date records indicating whether each student is making sufficient progress toward promotion in a variety of areas (grades, attendance, and behavior).			
Interaction with Teachers	Teachers and other program staff work individually with students to ensure academic success.			
Student Tracking	Multiple assessments are used to evaluate learning, instruction and interventions.			
Student Progress	Student progress is monitored every quarter with parent contacts.			
Rigor of Program	The curriculum has the appropriate rigor and is matched to the needs of learners. This could be reflected in student grades or state assessments.			
Response to Intervention (RTI)	The program implements Response to Intervention (RTI) practices that utilizes continuous assessment for placement, instruction, intervention, and transition decisions.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-3 points, Effective: 4-9 points, Highly Effective: 10-13 points			
<b>Notes or Recommendations:</b>				



Criteria	Counseling and Social Services	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Frequency	A broad range of weekly group and individual counseling services are provided that encompass academic, career, and social/emotional well-being for all students.			
Community Services	Social services are arranged to meet students' academic, mental, health, and/or family needs.			
Parent Support	Parents are offered program/school-based parent support opportunities (ex. parent support meetings for behavior or attendance).			
<b>Section Score:</b>	0	<b>Totals:</b> 0 0 0		
<b>Section Rating:</b>	Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points			
<b>Notes or Recommendations:</b>				

Criteria	Life Skills Instruction	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Curriculum	The curriculum prepares students for life, careers, and higher levels of education.			
Relevancy	The instructor incorporates life skills instruction and activities into regular course content that is age appropriate, aligned to students' interest, and promotes healthy living.			
Career Interest Inventory	Students research career fields to promote career development.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points			
<b>Notes or Recommendations:</b>				

Criteria	Art Instruction	Non-compliant	Effective	Highly Effective
		0 points ea.	1 point ea.	2 points ea.
Curriculum	Arts education is infused into the curriculum and utilizes a broad spectrum of offerings (fine, performing and literary arts) in hands-on activity-based			
Enrichment	Hands-on arts-related instructional strategies used throughout the year to expand and to enrich the curriculum.			
Presentation	Students are provided with opportunities to publish or perform (ex. displays, art shows, performances, or publications on the internet). Program incorporated artists or musicians as presenters.			
<b>Section Score:</b>	0	<b>Totals:</b>	0	0
<b>Section Rating:</b>	Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points			
<b>Notes or Recommendations:</b>				

Criteria	Self-Evaluation		Non-compliant	Effective	Highly Effective
			0 points ea.	1 point ea.	2 points ea.
Financial Reporting	The program turned in a detailed expenditure report by June 30th and a proposed budget by September 15th to SDE.				
Goal and Objective Outcomes	Clear and measurable goals and objectives are available, posted, and discussed at least four (4) times a year (site visit, presentation to the local school board, internal meeting(s) with administration, and various external meeting(s)).				
State Reporting	State reporting (alternative education plan and student data) are completed by the required due dates.				
Feedback	Program staff use evaluative feedback, including student outcome data, for program improvement.				
Progress Reporting	The program routinely reports its progress to building and district administration.				
Exit Survey	Program did an exit survey with students, parents, and faculty.				
<b>Section Score:</b>	0	<b>Totals:</b>	0	0	0
<b>Section Rating:</b>	Non-compliant: 0-2 points, Effective: 3-8 points, Highly Effective: 9-10 points				
<b>Notes or Recommendations:</b>					