



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Alternative Education

Alternative Education High School Evaluation Rubric

August 2020

Program Name:		Date of Site Visit:	
District (LEA):		Sending Schools:	

Total Points:	0	out of 90 points.	Rating:	
Non-compliant: 0-33 points, Effective: 34-75 points, Highly Effective: 76-90 points				

Disclaimer:	<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 made by the staff of 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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Appropriate Program Design to Serve At-Risk Students

An exemplary nontraditional or alternative education school develops a guiding vision and mission that drives the overall operation of the program. The vision and mission of the school includes the identification of the target student population and promotes the success of all students. Student success is central to the vision and mission of the school, which includes the development of effective and affective skills, social competencies, and career readiness skills.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Type of Program*	The program fits the description of a virtual, credit recovery, or remediation program rather than an alternative education program.		The program fits the description of an alternative education program that meets the 16 criteria in state statute.		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.	
Ratio of Students to Teachers*	The program serves too many or too few students or has not submitted approved waiver.		The program serves an appropriate number of students. The program does not exceed 15 students per certified teacher.		The program serves 15 students per certified teacher plus a teacher assistant or multiple teachers are assigned to work with a smaller number of students in the program.	
Standard Services	Alternative education students were not provided with standard services (ex. library access, school nutrition, transportation and facilities).		Alternative education students are provided with standard services (ex. library access, school nutrition, transportation and facilities).		Alternative Program utilizes community support to enhance standard services (ex. library access, school nutrition, transportation and facilities).	
Resources	The program resources were inadequate to implement the program as designed.		Instructional materials and staffing levels support program quality and demonstrate a reasonable contribution of local resources beyond the state allocations.		Instructional materials and staffing levels support program quality and exceed reasonable contribution of local resources (i.e. grants, community donations, fund raising).	
Goals and Objectives	The program was not designed to provide differentiated services to students with a variety of needs, nor is it related to goals and objectives of the program.		The program is designed to provide differentiated services 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.	
Activities*	The program does not allow students who otherwise met the requirements to participate in vocational programs and extra curricular activities, including but not limited to, athletics, band, clubs, and graduation.		The program allows students who otherwise met the requirements to participate in vocational programs and extra curricular activities; including but not limited to, athletics, band, clubs and graduation.		The program makes a purposeful effort in promoting student engagement with sending schools or district in vocational programs and extra curricular activities; including but not limited to, athletics, band, clubs and graduation.	
Climate/Culture Survey	The program did not administer a climate/culture survey. The program does not promote a safe and secure environment while developing the emotional and physical wellness of all students.		The program administered a climate/culture survey to students and staff. The program promotes a safe and secure environment while developing the emotional and physical wellness of all students.		The program administered a climate/culture survey to students, parents, and staff. The program promotes a safe and secure environment while developing the emotional and physical wellness of all students.	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:	(*) score of 0 results in Non-compliant rating				
Section Rating						
		Non-compliant: 0-4 points, Effective: 5-10 points, Highly Effective: 11-14 points				

Faculty Selection and Development

An exemplary nontraditional or alternative school is staffed with effective, innovative, and qualified individuals trained in current research based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Selection	Faculty and staff are 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 and staff are selected based on an interview process and application demonstrating 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, faculty and staff work to improve their understanding of the philosophy of alternative education programming, the required criteria, and varied instructional approaches.	
Professional Development	Teachers do not receive professional development to improve instruction and support at-risk student success.		Professional development approaches (technology, regional meetings, webinars) are used not only to improve instruction, but is intentionally designed to support at-risk student success.		Professional development approaches listed in EFFECTIVE rating in addition to book studies, conferences, national conventions, or other resource are used to not only improve instruction but is intentionally designed to support at-risk student success and address multiple at-risk factors (trauma-informed, RTI, PBIS, etc.)	
Professional Learning Communities (PLC)	No time is provided for staff collaborations to support the development, maintenance, and monitoring of student progress through professional learning communities (PLCs).		Time is provided quarterly for staff collaborations to support the development, maintenance, and monitoring of student progress through professional learning communities (PLCs).		Time is provided monthly for staff collaborations to support the development, maintenance, and monitoring of student progress through professional learning communities (PLCs) and other collaborative means.	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points						

Intake and Screening

The mission includes the identification of the student population for whom the nontraditional or alternative education school is designed to serve. The driving vision and mission of the nontraditional or alternative school is consistent with the district's strategic goals while aligning with specific state standard(s). Rules and behavioral expectations are clearly written (i.e., code of conduct and comprehensive student discipline action plan), understood and accepted by staff, students, and parents/guardians.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Risk of Students	The program does not assess risk of students or majority of students served are at relatively low-risk of not graduating.		The program assesses the risk of students and is appropriately designed to serve the students who are at greatest risk of not completing high school for reasons other than a disability.		The program assesses the risk of students dropping out and whose needs were not met by other district programming are served. This may include overage students, underserved students, and re-engaging former dropouts by actively recruiting participation in the	
Participants	No formal intake and screening process is in place or the process is circumvented.		Both traditional and alternative education teachers are included in the intake and screening process.		A committee (ex. teachers, school administration, and counselors from both traditional and alternative education) with the participation of the student and parent(s)/guardian(s) is involved in the intake and screening process.	
Population Representation	Students were over-represented or excluded from the program. The alternative education program was used in place of special education, suspension or other program as an extension of the school setting.		Population representation rates in the alternative education program matches the general population in the district.		Over or under-represented special populations in the alternative education program are being served in exceptional ways whereby the population is outperforming like population in the district at large.	
Student Records	The program does not have student records or inadequate student records for enrollment in the program.		The program has student records for enrollment in the program for most students in a variety of areas such as attendance, course completion, and behavior.		The program ensures that all records are complete prior to enrollment in the program (ex. My Data System).	
Student Contracts	The program does not have a student responsibility component in the intake and screening process.		Students may be asked to demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting for areas like attendance and behavior).		All students asked to demonstrate responsibility steps as part of the intake and screening process (responsibility steps, contracting for areas like attendance and behavior).	
Discipline	Students are placed in the program for disciplinary reasons or program operates solely for punitive measures.		The program uses discipline data as a component of the broader picture of successful student programming.		The program designs ways to address discipline as part of the intake and screening process (i.e. behavior contracts, behavior goals).	
Student Choice in Program	Students have no choice about placement or all referrals are automatically accepted.		Most students have a choice or voluntarily enroll in the program (legal assignments excluded).		All students are involved in enrolling and the program is accurately described as a "school of choice."	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-4 points, Effective: 5-10 points, Highly Effective: 11-14points						

State and Local Collaboration

Partnerships with community agencies, businesses and groups based on trust, open communication, clearly defined goals, and shared responsibility at exemplary nontraditional or alternative schools. Collaborative efforts enhance the student's performance in the school, home, and community.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Community Supports	No collaboration with local or state agencies, organizations, or individuals.		Coordinates services with local or state agencies, organizations, or individuals to meet student needs in person or virtually.		Coordinates services with multiple local or state agencies, organizations, or individuals to meet student needs in person or virtually. Community services are an integral part of the success of the alternative program.	
Community Service	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.	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-1 points, Effective: 2-3 points, Highly Effective: 4 points						

Individualized Learning Plans

Individualized curriculum and instruction is implemented using individualized learning plans at exemplary nontraditional or alternative schools. The individual student plan targets student achievement, effective and affective growth, social skill development, and college and career readiness skills.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Educational Options	No 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, internships / mentorships / apprenticeships, and college is created in the program.		Graduation plan goals and data assist students with successful transitioning to career tech, military, work, internships / mentorships / apprenticeships, college, or community service projects.	
Management and Monitoring	Learning plans are not regularly updated and limited to graduation checklist with no transition planning. (ex. ICAP)		Learning plans are completed for all students, reviewed quarterly and include graduation and transitions beyond high school. (ex. ICAP)		Students and teachers are engaged in the development, review, and revision of graduation plans and students can articulate status and progress toward graduation with transitions beyond high school. (ex. ICAP)	
Positive Behavioral Interventions and Support (PBIS)	No behavior goals developed to assist with student improvement in academic, career, and emotional/social areas. (ex. PBIS)		Goals for behavior factors that impede student success (absences, drug issues, and suspensions) included in the plan or in separate documents. (ex. PBIS)		In addition to Effective rating language, parents/ guardians are included in the development of behavior goals to better support student success. (ex. PBIS)	
Career Interest Inventory	Students do not complete a career interest inventory.		Students research career fields and complete a career interest inventory to promote career development.		Students research career fields and complete a career interest inventory to promote career development. Career development assessment goes beyond the inventory to interact with community career speakers. Students also participate in internships, mentorships or job shadowing (in person or virtually).	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-2 points, Effective: 3-6 points, Highly Effective: 7-8 points						

Individualized Instruction

Differentiated Instructional strategies are culturally responsive and employed to accommodate for students with different backgrounds, differentiated according to individual learning styles (e.g. visual, auditory, and kinesthetic learners), and multiple intelligences. Personalized learning plans are evident and intentionally incorporates Social Emotional Learning. An exemplary digital or virtual learning program implemented in a nontraditional or alternative school is accessible via the World Wide Web and in secure facilities

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Differentiated Instruction	There is 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 beyond the effective column to encompass a broad range of instructional options (ex. experiential learning, foreign language, extended technology, fine arts, STEM).	
Cooperative Learning	Opportunities for interactive (cooperative) learning among the students do not exist or are limited in the program.		Interactive (cooperative) learning opportunities are teacher-led and incorporated into the program.		Students have continued opportunity in all areas of the program to have interactive (cooperative) learning experiences that are primarily student-led.	
Demographic Needs	The program shows limited understanding of academic, behavioral, cultural, and 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.	
Student Input	The program does not allow students any input in their learning environment.		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.		Student interests drive community partnerships utilized when integrating life skills, soft skills, college and career readiness, and service learning into the program.	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-2 points, Effective: 3-6 points, Highly Effective: 7-8 points						

Effective Instruction

Instructional practices and curriculum are rigorous and inclusive, support the needs of second language and disabled students, and are individualized to meet the needs of all learners. The curriculum is supported by access to a balance of up-to-date, well-maintained collection of textbooks, library media, technology.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Record Keeping	The program does not keep up-to-date records indicating whether each student is making sufficient progress toward graduation or is only utilizing reporting from online curriculum programs.		The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation in a variety of areas like attendance, course completion, and behavior and communicates status with the student.		The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation and communicates bi-weekly with the student and parents.	
Interaction with Teachers	Although teacher(s) are available to answer questions, students are expected to learn on their own.		The program is designed to ensure daily, personal interaction between teachers and students.		Teachers and other program staff (or community partners) work individually with students daily to ensure academic success.	
Student Progress and Improvement	Students demonstrate inadequate academic progress and/or improvement on key variables (GPA, attendance, discipline, test scores, courses completion).		Students demonstrate satisfactory academic progress and/or improvement on key variables (GPA>2.0, attendance>=90%, discipline, test scores, courses completion).		Students demonstrated exceptional academic progress and/or improvement on key variables (GPA>=2.0, attendance>=90%, discipline, test scores, courses completion).	
Progress Monitoring	Student progress is not monitored or monitored only at semester.		Student progress is monitored every quarter with parent contacts. (i.e. phone log)		Student progress is monitored twice a month or more often with parent contacts (i.e. phone log)	
Rigor of Program	The program lacks adequate rigor (projects, writing, DOK, cooperative learning, presentations). Student scores on assessments may indicate no growth or the pace of credit accrual brings curricular rigor into question.		The curriculum has the appropriate rigor (projects, writing, DOK, cooperative learning, presentations) and is matched to the needs of learners. This could be reflected in student growth on assessments or in credit accrual.		The program's key elements are different from the traditional setting (ex. course offerings, instructional delivery method, curricular materials used, scheduling) while maintaining appropriate rigor (projects, writing, DOK, cooperative learning, presentations).	
Interventions	The program does not implement appropriate interventions such as Response to Intervention (RTI) or Positive Behavior Intervention Strategies (PBIS).		The program partially implements intervention practices such as Response to Intervention (RTI) or Positive Behavior Intervention Strategies (PBIS) that utilize continuous assessment for placement, instruction, intervention, and transition decisions.		The program has evidence that interventions such as Response to Intervention (RTI) or Positive Behavior Intervention Strategies (PBIS) has had a direct impact on students' academic and/or behavioral success.	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-3 points, Effective: 4-9 points, Highly Effective: 10-12 points						

Counseling and Social Services

An exemplary professional school counseling program that serves nontraditional or alternative students targets academic performance, is grounded in research based practices, and addresses the current and future needs of students. A social work program that is proactive, promotes educational equity, and removes barriers to learning is a characteristic of an exemplary

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Frequency	Counseling services are provided on an "as needed" basis or are not available to all students equally.		Certified/licensed counselors schedule bi-monthly sessions that encompass academic, career, and social-emotional wellbeing for all students.		Certified/licensed counselors provide a broad range of weekly group and individual counseling services that encompass academic, career, and social-emotional well-being for all students.	
Extent of Services	No referral to other service agencies made when deemed appropriate.		Social services are arranged to meet students' academic, mental, health, and/or family needs.		Wrap-around counseling and social services features are evident (ex. documentation of home visits, parental trainings on a wide range of topics addressed).	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-1 points, Effective: 2-3 points, Highly Effective: 4 points						

Life Skills Instruction

Instruction integrates life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) into the curricula and affords the student with opportunities to put the acquired skills into action.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Relevancy	No life skills instruction is provided or limited in time allotted for instruction and/or scope.		Life skills instruction is used to make the learning of core content more relevant for students.		Life skills instruction include long-term transition to self-sufficiency, employment or financial stability and supportive social relationships for adult life.	
Curriculum	A life skills curriculum implemented but it is not appropriate for the ages or interest of the students in the program and did not promote healthy living.		The instructor incorporates life skills instruction and activities into regular course content and curriculum that is age appropriate and aligned to students' interests to promote healthy living.		Frequent opportunities extend beyond the classroom, which put relevant life skills into practice, are evident, promote healthy living, and extend beyond the curriculum (ex. equestrian therapy, yoga, OSU Extension).	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-1 points, Effective: 2-3 points, Highly Effective: 4 points						

Arts Education

Students have opportunities to learn, participate in, and/or perform non-core content areas to include, but not limited to, the following: fine and practical arts, leadership, health/physical education, music, service learning, and technical/vocational courses.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Curriculum	No arts instruction (music, art, drama, dance, etc.) is offered as a part of the program.		The program offers one or two instructional options (music, art, drama, dance, etc.) for students to meet the arts graduation requirement and experiences are hands-on.		The program offers a variety of arts instruction (music, art, drama, dance, etc.) and requires that students exceed the arts graduation requirement with hands-on experiences.	
Enrichment	Arts-related instructional strategies are not used throughout the year to expand and to enrich the curriculum.		Arts education is infused into the curriculum and utilizes a broad spectrum of methods (i.e. performing, literary) in activity-based approaches.		Frequent opportunities for all students to have hands-on art activities beyond a course requirement (ex. artist in residence, local or virtual field trips). Opportunities are infused into the curriculum and utilize a broad spectrum	
Presentation	The program has no evidence that students publish or perform works of art.		The program displays evidence that students publish or perform works of art (ex. displays, art shows, performances, or publications on the internet) in person or virtually.		The program works with community (in person or virtually) to publish or perform student works of art (ex. displays, art shows, performances, or publications on the internet).	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points						

Program Evaluation

Systematic program evaluations for continuous school improvement are conducted at exemplary nontraditional or alternative schools. All sources of data are gathered and used to assess quality, provide a course for improvement, and direct future activities of the school. Data triangulation is employed with three different sources of data: program implementation ratings, student achievement data, and student/parent surveys.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Goal and Objective Outcomes	No clear and measurable goals and objectives are found for the program.		Clear, measurable goals and objectives are reviewed and analyzed with staff for continued program improvement.		Clear, measurable goals and objectives are posted, reviewed, and analyzed at least twice a year with staff and various external stakeholders.	
State Reporting	State reporting (alternative education plan, student data, districtwide student needs assessment, detailed expenditure report by June 30th, proposed budget by September 15th) was not completed.		All required state reports (alternative education plan, student data, districtwide student needs assessment, detailed expenditure report by June 30th, proposed budget by September 15th) were completed but may not have been submitted by the required due dates.		All required state reports (alternative education plan, student data, districtwide student needs assessment, detailed expenditure report by June 30th, proposed budget by September 15th) were completed and submitted by the required due dates.	
Exit Survey	The program did not conduct an exit survey.		The program did conduct an exit survey with students.		The program did conduct an exit survey with students, parents, and faculty.	
Feedback	The program rarely gathers feedback or does not make changes in response to feedback, especially feedback related to students outcomes.		The program uses evaluative feedback (ex. climate and culture survey, exit survey), including student outcome data, for program changes and improvement.		The program utilizes a variety of internal (faculty/students) and external (parents/community partners) feedback (ex. climate and culture survey, exit survey) AND shows evidence that feedback is used for program changes and improvement.	
Progress Reporting	The program does not routinely report its progress to students and parents.		The program routinely reports its progress to building and district administration, as well as students and parents.		The program reports its progress once a semester to stakeholders (advisory board, local board of education, parents and students).	
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	0
0	Notes or Recommendations:					
Section Rating						
Non-compliant: 0-2 points, Effective: 3-7 points, Highly Effective: 8-10 points						