



**Alternative Education
High School
Evaluation Rubric**

Sept 2019

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

Total Points:	0	out of 95 points.	Rating:	
Non-compliant: 0-34 points, Effective: 35-83 points, Highly Effective: 84-95 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

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Ratio of Students to Teachers	The program serves too many or too few students.		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.	
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.	
Time	Students were placed in the program on a short-term basis.		The program meets the required minimum daily instructional time of 4 hours 12 minutes/5 days a week for a 180 day school calendar, or 756 hours per school year for a 1,080 hour 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 required time of 756 hours per school year.		The program exceeds the minimum amount of time required for alternative education programs and best fits the needs of each student. The duration of the intervention was typically one or more semesters for the majority of students served.	
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).			
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 funds beyond the state allocations.		Instructional materials and staffing levels support program quality and exceed reasonable contribution of local funds.	
Number of Special Education Students	Special education students were over-represented or excluded from the program. The alternative education program was used in place of special education program or as an extension of the special education program.		Special education rate in the alternative education program matches the special education rate in the district.		Special educational rate in the alternative education program is lower than the special education rate in the district.	

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.			
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:					
Section Rating						
		Non-compliant: 0-3 points, Effective: 4-13 points, Highly Effective: 14-16 points				

Faculty Selection						
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 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.	
Certification	A certified teacher did not conduct classes.		Teachers certified in any grade or subject conducted all classes. Districts have an approved "Teaching Out of Certification Form" for every teacher teaching out of their certified area in the program.		Teachers certified in appropriate grade and subject area conducted all classes.	
Professional Development	Teacher(s) lack the content knowledge to provide effective instruction in one or more areas and receive no professional development to support at-risk student success.		A variety of professional development approaches, including technology, is taught to accomplish the goals of improving instruction that all tradition teacher(s) receive.		Increase in 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.)	
Professional Learning Communities (PLC)	No time provided for teacher collaborations and support for the development and maintenance of professional learning communities (PLC).		Time provided for teacher collaborations and support for the development and maintenance of professional learning communities (PLC).		Time within the school calendar is devoted to at-risk students and program needs beyond professional learning communities (PLC).	
Staffing	No time is provided for teacher and administration staffing of student progress.		Time is provided quarterly for teacher and administration staffing of student progress.		Time is provided monthly for teacher and administration staffing of student progress.	
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: 3-8 points, Highly Effective: 9-10 points						

Intake and Screening						
Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Risk of Students	The program served relatively low-risk students.		The program is appropriately designed to serve the students who are 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 programming are served. This may include overage students, underserved students, and re-engaging former dropouts by actively recruiting participation in the program.	
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).	
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.	
Discipline	Students were placed in the program for disciplinary reasons or solely a punitive program.		The program uses discipline as a component of the broader picture of successful student programming.		The program does not use discipline as part of the intake and screening process.	
Choice in Program	Most students have no real choice about programming or all referrals are automatically accepted.		Most students voluntarily enroll in the program (legal assignments excluded).		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: 0-3 points, Effective: 4-9 points, Highly Effective: 10-12 points						

State and Local Collaboration						
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 across multiple organizations to meet student needs.		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						

Individual Career Academic Planning (ICAP)

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.	
Development/Update	Graduation plans not regularly updated and limited to graduation checklist with no transition planning. (ex. ICAP)		Graduation plans completed, reviewed quarterly and include transitions beyond high school. (ex. ICAP)		Students and teachers are engaged in the development, review, and revision of graduation plans and are cognizant of student 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)		Parent(s)/guardian(s) 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.	
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						
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 are limited in the program.		Interactive (cooperative) learning opportunities are incorporated in the program.		Students have continued opportunity in all areas of the program to have interactive (cooperative) learning experiences.	
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.		Students and community partners are 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						
Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
State Standards	Course materials do not meet state standards.		Course materials meet state standards.			
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.		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.	
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 substantial daily, personal interaction with teacher(s).		Teachers and other program staff work individually with students to ensure academic success.	
Student Progress and Improvement	Students demonstrate inadequate academic progress and/or improvement on key variables (GPA, attendance, suspensions, test scores, courses completion).		Students demonstrate satisfactory academic progress and/or improvement on key variables (GPA, attendance, suspensions, test scores, courses completion).		Students demonstrated exceptional academic progress and/or improvement on key variables (GPA, attendance, suspensions, test scores, courses completion).	
Progress Monitoring	Student progress is monitored at semester.		Student progress is monitored every quarter with parent contacts.		Student progress is monitored bi-weekly or more often with parent contacts.	
Rigor of Program	The program lacks adequate rigor. Student scores on state assessments may indicate this or the pace of credit accrual 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 assessments or in credit accrual.		It is a different education, never a less than education. 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.	
Response to Intervention (RTI)	The program does not implement Response to Intervention (RTI) practices.		The program partially 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.	
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: 10-13 points						

Counseling and Social Services

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 routinely schedule sessions that encompass academic, career, and emotional/social wellbeing.		A broad range of weekly group and individual counseling services are provided that encompass academic, career, and emotional/social well-being for all students.	
Community 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.		Additional counseling and social services features are evident (ex. 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						
Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Relevancy	No life skills instruction 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.		Opportunities outside 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						
Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Curriculum	No art or music instruction offered as a part of the program.		The program staff ensure that students meet the arts graduation requirement and experiences must be hands-on.		Opportunities for all students to have art activities beyond a course requirement. (ex. artist in residence and art therapy)	
Presentation	No opportunities are provided for students to publish or perform.		Students are provided with opportunities to publish or perform (ex. displays, art shows, performances, or publications on the internet).		All students are provided with opportunities to publish or perform (ex. displays, art shows, performances, or publications on the internet). Program incorporates artists or musicians as presenters.	
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 offerings (fine, performing and literary arts) in activity-based approaches.		Opportunities for all students to have art activities whether for a course credit or not (ex. artist in residence).	
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						

Self-Evaluation						
Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Financial Reporting	The program did not turn in a detailed expenditure report by June 30th and a proposed budget by September 15th to the SDE Alt Ed Office.		The program did turn in a detailed expenditure report by June 30th and a proposed budget by September 15th to the SDE Alt Ed Office.			
Goal and Objective Outcomes	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 four (4) times a year (site visit, presentation to the local school board, internal meeting(s) with administration, and various external meetings).	
State Reporting	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.			
Feedback	The program rarely makes changes in response to feedback, especially feedback related to students outcomes.		The program uses evaluative feedback, including student outcome data, for program improvement.		The program utilizes a variety of feedback (internal and external) for program 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 routinely reports its progress to stakeholders (advisory board, local board of education, parents and students).	
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.	
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: 3-8 points, Highly Effective: 9-10 points						