

Alternative Program Consolidated Monitoring Rubric

Please use the following rubric to support the self-rating of your program in the “Indicators of Quality” section of the tool on Survey Monkey. Your responses will be triangulated with other sources of information including evidence, observations, interviews, and data. Please note that we refer to all alternative programs as programs rather than schools, even though they may be housed in a separate facility.

1. Clear Mission and Vision	Underdeveloped	Progressing	Accomplished	Exemplary
1.1 Establishes mission and vision	No formal mission statement has been developed.	A formal mission statement has been developed but student success is not central to the mission and vision.	Student success is central to the vision and mission of the school, but does not include the development of academic skills, social competencies, and college/career/life readiness skills.	Student success is central to the vision and mission of the school, which includes the development of academic skills, social competencies, and college/career/life readiness skills.
1.2 Communicates mission and vision	Mission statement is not documented, communicated, or made visible to students, guardians, and staff.	Mission statement is documented but not communicated to students, guardians, and staff.	Mission statement is documented, communicated, and visible to students, parents/guardians, and staff.	Mission statement is documented, regularly communicated, and visible to students, parents/guardians, and staff as well as the community.
1.3 Engages mission and vision	There are no symbols, ceremonies, and/or celebrations that reflect the mission.	The mission is facilitated through the use of symbols (e.g., posters) but does not include celebrations and/or ceremonies.	The mission is facilitated through the use of symbols, ceremonies and/or celebrations but does not include students input.	The mission is facilitated through the use of symbols, ceremonies and/or celebrations which involve students’ input.

2. Climate, Culture & Classroom Environments	Underdeveloped	Progressing	Accomplished	Exemplary
2.1 Maintains a culture of mutual trust and positive attitudes that supports academic and personal growth of students and adults	The program does not have a coherent approach to culture- building, discipline, and social-emotional support; the tone of the school is not respectful or orderly.	The program is developing an approach to culture-building, discipline, and social-emotional support such that the tone of the school is generally respectful; the school is working to address areas of need or inconsistencies in order to build an inclusive culture in which student voice is welcome and valued.	The program’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture that is conducive to student and adult learning; students and adults treat each other respectfully and student voice is welcome and valued.	The program’s approach to culture-building, discipline, and social-emotional support is informed by a theory of action and results in a safe environment and inclusive culture that support progress toward the school’s goals; the school meaningfully involves student voice in decision- making to initiate, guide, and shape the learning environment to facilitate feelings of connectedness.
2.2 Facility	The program is housed in a facility that is not safe, clean, or well-maintained.	The program is housed in a safe, clean, and physically accessible environment that supports student learning.	The program is housed in a safe, clean, well-maintained, bright, aesthetically pleasing, and physically accessible environment that supports student learning.	The program is housed in a safe, clean, well-maintained, bright, aesthetically pleasing, and physically accessible environment that supports optimal student learning and school pride.
2.3 Expectations & inclusion	The program does not demonstrate the inclusion of students regardless of academic, behavioral, or cultural backgrounds and does not include high expectations for all. All students are not treated with dignity and respect.	The program demonstrates the inclusion of students regardless of academic, behavioral, or cultural backgrounds and includes high expectations for all students. Most students are treated with dignity and respect.	The program demonstrates the inclusion of students regardless of academic, behavioral, or cultural backgrounds and includes high expectations for all students. The program celebrates student diversity. All students are treated with respect.	The program demonstrates the inclusion of students regardless of academic, behavioral, or cultural backgrounds and includes high expectations for all students. The program celebrates student and staff diversity. All students are treated with dignity and respect.

3. Transition Planning & Supports	Underdeveloped	Progressing	Accomplished	Exemplary
3.1 Clear communication to students about expectations while enrolled and requirements for exit	Students in the program cannot clearly communicate why they have been enrolled in this program, the expectations while enrolled, and what the requirements are to return to their previous learning environment.	Students in the program can clearly communicate one of the following: why they have been enrolled in this program, the expectations while enrolled, and what the requirements are to return to their previous learning environment.	Students in the program can clearly communicate two of the following: why they have been enrolled in this program, the expectations while enrolled, and what the requirements are to return to their previous learning environment.	Students in the program can clearly communicate why they have been enrolled in this program, the expectations while enrolled, and what the requirements are to return to their previous learning environment.
3.2 A formal entry transition process	There is not a formal entry transition process in place at this time.	There is a formal entry transition process including at least two of the following: orientation for students and guardians, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILPA completion, IEP review, and short-long term goal setting; students and guardians are given clear exit criteria.	There is a formal transition process including at least three of the following: orientation for students and guardians, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILPA completion, IEP review, and short-long term goal setting; students and guardians are given clear exit criteria.	There is a formal entry transition process including: orientation for students and guardians, assignment of adult advocate, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILPA completion, IEP review, and short-long term goal setting; students and guardians are given clear exit criteria.
3.3 A formal exit transition program and procedures are in place	There is no formal exit transition program or procedures in place at this time.	There is a formal exit transition process that includes at least one of the following: exit assessment with students and guardians, communication with program/school student entering about students' strengths and needs, and follow up plans to ensure support.	There is a formal exit transition process that includes at least two of the following: exit assessment with students and guardians, communication with program/school student entering about students' strengths and needs, and follow up plans to ensure support.	There is a formal exit transition process that includes all of the following: exit assessment with students and guardians, communication with program/school student entering about students' strengths and needs, and follow-up plans to ensure support.

4. Resources & Services	Underdeveloped	Progressing	Accomplished	Exemplary
4.1 Structures are in place to provide resources and supports for attendance, guidance, and social-emotional supports	The program has limited structures to provide attendance, social-emotional learning, child/youth development, and guidance/advisement supports to students.	The program is developing structures to ensure targeted attendance, social-emotional learning, child/youth development, and guidance/advisement supports to students, but supports do not consistently align with student learning needs.	Structures are in place to ensure that each student has coordinated attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.	Structures are in place that personalize attendance supports and coordinate social-emotional learning, child/youth development, and guidance/advisement supports that impact students' academic and personal behaviors; student are well known by adults.
4.2 Students are connected to at least one caring adult/mentor who supports their social and educational well-being	Not all students are connected to at least one caring adult/mentor in the program.	About half of students are connected with at least one caring adult/mentor whom supports their social and educational wellbeing in the program.	The majority of students are connected with at least one caring adult/mentor whom supports their social and educational wellbeing in the program.	The program has a formal structure whereby each student is well known by at least one caring adult/mentor who supports that student's social and educational wellbeing in the program.
4.3 Students are provided referrals and timely access to community agencies/support services such as mental health, public health, and housing	The program does not facilitate referrals and access to community agencies and support services.	The program facilitates referrals to community agencies and support services for basic needs and mental health.	The program facilitates referrals to community agencies and support services for basic needs and mental health, including making arrangements to ensure services are accessible.	The program facilitates referrals to community agencies and support services for basic needs and mental health, including making arrangements to ensure services are accessible and follow-up to ensure needs were met.

5. Monitoring & Revising Systems & Practices	Underdeveloped	Progressing	Accomplished	Exemplary
5.1 Shared process to evaluate quality of and revise curricular and instructional practices	Program leaders and staff do not have a process to evaluate and adjust curricular and instructional practices in response to student learning needs.	Program leaders and staff are developing a process to regularly evaluate and adjust curricular and instructional practices in response to student learning needs.	Program leaders and staff have a process in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs.	Program leaders and staff have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs.
5.2 Shared process to evaluate quality of and revise program culture and expectations	Program leaders and staff do not have a process to evaluate the quality of program culture and the ways expectations are developed and shared among program constituents, or they do not focus on making adjustments to supports.	Program leaders and staff are developing a process to regularly evaluate the quality of program culture and the ways expectations are developed and shared among program constituents with a developing focus on making adjustments to supports.	Program leaders and staff have a process in place to regularly evaluate the quality of program culture and the ways expectations are developed and shared among program constituents with a focus on making adjustments to supports.	Program leaders and staff have a process in place to purposefully evaluate the quality of program culture and the ways expectations are developed and shared among program constituents with a focus on making adjustments to supports.
5.3 Shared process to evaluate use of resources, quality of teacher team work, and professional development	Program leaders and staff do not have a process to evaluate and adjust the use of organizational resources, the quality of teacher team work, and professional development practices.	Program leaders and staff are developing a process to regularly evaluate and adjust the use of organizational resources, the quality of teacher team work, and professional development practices with particular attention to what teachers need to learn to support student learning and engagement.	Program leaders and staff have a process in place to regularly evaluate and adjust the use of organizational resources, the quality of teacher team work, and professional development practices, with particular attention to what teachers need to learn to support student learning and engagement.	Program leaders and staff have a process in place to purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teachers need to learn to support student learning and engagement.

6.Staffing & Professional Development	Underdeveloped	Progressing	Accomplished	Exemplary
6.1 Staff working with students have the appropriate background, training, and experience to work with the student population	Less than 10% of staff working with students have the appropriate background, training, and experience to work with the student population.	At least 25% of all staff working with students have the appropriate background, training, and experience to work with the student population.	More than half of all staff working with students have the appropriate background, training, and experience to work with the student population.	All staff working with students have the appropriate background, training, and experience to work with the student population.
6.2 Instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation.	Less than 10% of the instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Ongoing, relevant PD is not provided.	At least 25% of the instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Ongoing, relevant PD is provided.	More than half of the instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Administration ensures ongoing PD is provided as it relates to their role in the nontraditional or alternative school.	All instructional staff are trained in current research based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Administration ensures ongoing PD is geared towards the specific needs of teachers and support staff as it relates to their role in the nontraditional or alternative school.
6.3 Staff members engage in a professional learning community (PLC) that encourages an attitude of continuous improvement.	Staff members do not regularly engage in any PLC or common planning time.	Staff members engage in an informal/unstructured PLC to share success and growth areas.	Staff members engage in a PLC that encourages the sharing of successes and growth areas to cultivate an attitude of continuous improvement.	Staff members engage in a formal PLC that encourages the sharing of successes and growth areas to cultivate an attitude of continuous improvement. Individual student needs are reviewed regularly using data.

7. Curriculum, Instruction & Assessment	Underdeveloped	Progressing	Accomplished	Exemplary
<p>7.1 The program’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>	<p>Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Similar courses/classes do not always have the same learning expectations. No individualization is evident for students.</p>	<p>Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most similar courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p>	<p>Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Similar courses/classes have equivalent learning expectations. Limited individualization for each student is evident.</p>	<p>Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the program’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Similar courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p>
<p>7.2 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>	<p>Teachers seldom or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers seldom or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>	<p>Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>	<p>Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>	<p>Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>

7. Curriculum, Instruction & Assessment	Underdeveloped	Progressing	Accomplished	Exemplary
<p>7.3 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments and an examination of professional practice.</p>	<p>Program personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure alignment with the program's goals. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p>	<p>Program personnel monitor and adjust curriculum, instruction, and assessment to align with the program's goals for achievement and instruction and statement of purpose. A process is sometimes implemented to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p>	<p>Using data from student assessments and an examination of professional practice, program personnel monitor and adjust curriculum, instruction, and assessment to align with the program's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures alignment with the program's purpose is maintained and enhanced in curriculum, instruction, and assessment.</p>	<p>Using data from multiple assessments of student learning and an examination of professional practice, program personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure alignment with the program's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure alignment with the program's purpose.</p>

8. Family and Community Engagement	Underdeveloped	Progressing	Accomplished	Exemplary
8.1. Leadership engages families/stakeholders in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.	Few or no programs that engage families in their children’s education are available. Program personnel provide little relevant information about children’s learning.	Programs that engage families in their children’s education are available. Program personnel provide information about children’s learning.	Programs that engage families in meaningful ways in their children’s education are designed and implemented. Program personnel regularly inform families of their children’s learning progress. The program uses strategies that help families overcome the language, cultural, economic, and physical barriers that can limit their full participation.	Programs that engage families in meaningful ways in their children’s education are designed, implemented and evaluated. Families have multiple ways of staying informed of their children’s learning progress. The program uses strategies that help families overcome the language, cultural, economic, and physical barriers that can limit their full participation.
8.2. Non-judgmental, solution-based approaches that incorporate parents/guardians as respected partners throughout the student’s length of stay at the program are emphasized.	Parents/guardians are rarely included as partners throughout the student’s length of stay.	Parents/guardians are included as partners throughout the student’s length of stay, but not on a regular basis.	Parents/guardians are regularly included as respected partners throughout the student’s length of stay at the program.	Non-judgmental, solution-based approaches that incorporate parents/guardians as respected partners throughout the student’s length of stay at the program are emphasized. Parents/guardians are included on a frequent and regular basis throughout the student’s length of stay at the program.
8.3. The program creates structures and mechanisms to bring community groups and families of all racial, ethnic, socio-economic backgrounds which are representative of the student body as partners and volunteers into the program.	The program is rarely inviting of community groups and families as partners and volunteers in the program.	The program invites community groups and families as partners and volunteers into the program.	The program regularly invites community groups and families of all racial, ethnic, socio-economic backgrounds which are representative of the student body as partners and volunteers into the program.	The program creates structures and mechanisms to bring community groups and families of all racial, ethnic, socio-economic backgrounds which are representative of the student body as partners and volunteers into the program.

Rubric Adapted from the following Rubrics/Sources: KY Framework for teaching, AdvancED Standards and Indicators (including some KECSAC adaptations), National Alternative Education Association quality indicators, New York DOE City School Quality Report Indicators