



Alternative Education Program Assessment and Improvement Tool

This tool is designed to assess the health, direction, and ability of alternative education programs to service the needs of students in their charge. This tool is broken into two main sections: Program Specific Assessment and General Education Services Assessment.

The Program Specific Assessment measures program effectiveness and characteristics based upon their funding source, location, type of placement, primary need being serviced and enrollment size. The General Education Services Assessment section includes questions that span all alternative education programs regardless of type, location, or population served.

Throughout this tool, you will be asked to identify the performance level of each standard indicator that best reflects the current level of program development or implementation. Guidance will be given on each question as to what criteria should be used to evaluate performance on different indicators. After each question, there is a voluntary opportunity to provide additional context or comments that can provide evidence or further explanation of answers.

Identifying Information. Please fill in all identifying information by clicking on the text and entering information.

Program Narrative: Use the space below to describe the purpose, mission, and rationale for the alternative education program

The Program Specific Assessment measures program effectiveness and characteristics based upon their funding source, location, type of placement, primary need being serviced and enrollment size. Please follow the direction after each set of questions. You will be asked to jump to a new set of questions based on your answers.

Program Type Section	
Please check the following that most closely identifies the type of alternative education program.	Go To Questions
<input type="checkbox"/> A5, District Operated and funded	Question 1 -3
<input type="checkbox"/> A6, District Operated program receiving additional funds from the Kentucky Education Collaborative for State Agency Children	Questions 4-24
<input type="checkbox"/> Blended A5 and A6 program, This program operates in both domains as an A5 and an A6 alternative education program	Questions 1- 24

Question 1	Board of Education Policy.
	Documents requested to be uploaded to SharePoint: Board of Education Policy
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The local board of education has adopted a policy for alternative education that identifies the purpose of the program, eligibility, extra-curricular participation, notification of parents and student, and continued support.	
<input type="checkbox"/> The board of education has adopted policies regarding alternative credits and instruction. The policy lacks specific details regarding criteria for eligibility or transitions into or out of the program	
<input type="checkbox"/> The alternative education program runs as an extension of the A1 school without a specific board of education policy.	

Question 2	Individual Learning Plan Addendum (ILPA) Team
	Documents requested to be uploaded to SharePoint: ILPA Team Policy and Team roles
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The ILPA team is comprised of representatives from both the referring and enrolling school that includes teachers, administrators, and guidance counselors. Students and parents are invited as well as appropriate outside agencies.	
<input type="checkbox"/> The ILPA team is comprised of representatives from both the referring and enrolling school that includes some of the following, but not all (teachers, administrators, guidance counselors). Students and parents are invited as well as appropriate outside agencies.	
<input type="checkbox"/> The ILPA team is comprised of representatives from from either the referring or enrolling school that includes some of the following, but not all (teachers, administrators, guidance counselors). Students and parents are invited as well as appropriate outside agencies.	
<input type="checkbox"/> Students are assigned to the alternative education school through an administrative process that does not include a team comprised of teachers, guidance counselors, or outside agencies.	

Question	Transition Plan
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3	Evidence for this can be found in the ILPA Tab in Infinite Campus
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Every student enrolled in the alternative education program longer than 10 days has an individualized learning plan (IEP, 504, ILPA, or a combination thereof) on file that is updated at least annually by a team based upon assessment, observation, survey, and other data.	
<input type="checkbox"/> Most, but not every student enrolled for longer than 10 days has an individual learning plan (IEP, 504, ILPA, or combination thereof) on file The plan is updated regularly based upon data with input from a team.	
<input type="checkbox"/> Only specifically identified students have an individual learning plan (IEP, 504, ILPA, or combination thereof). It is updated when required.	
If not an A6 or Blended Program go to next section; Program Type	

Question 4	Standard 3.A Formal and informal assessments are used to identify causes of behavior, reasons for the behaviors, replacement behaviors, student interview/involvement and multi-component interventions that influence student learning.
	Possible Evidence: • Safe school plan • Code of conduct • Instructional discipline plan • Functional behavioral assessments • Behavioral intervention plan • Individual student assessments • Point/Level systems • Modeling • Individual student behavior assessment.
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All aspects of the school program utilizes the most up-to-date universal, targeted and intensive intervention plan for all students. All students receive behavioral assessments to identify causes and reasons for behavior. Replacement and self-management behaviors are taught and modeled by all staff. Behaviors are taught and are consistently and immediately implemented.	
<input type="checkbox"/> Universal, targeted and intensive intervention strategies are used throughout the school, within classrooms, and for individual students, respectively.	
<input type="checkbox"/> Some intervention strategies and assessment are utilized, but consistency is lacking. A form of leveling/point system is available and implemented.	
<input type="checkbox"/> Little or no intervention strategies used throughout the school, classrooms, or for individual students. Behavioral assessments are not developed and implemented for students.	

Question 5	Standard 3.B Education and treatment staffs collaborate and use behavior, social rating, learning style and career interest assessments to improve student learning.
	Possible Evidence: • Staff, family and student handbooks • Mission and belief statements • Classroom rules and routines • Meeting schedule/minutes • Program and student assessment data • School district meeting records • Student/staff interviews
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All components of educational and treatment program are integrated by all stakeholders. Administrators, teachers and treatment staff evaluates, disseminates, and implements behavior assessments, social rating, learning styles and career interest assessments to improve student learning.	
<input type="checkbox"/> Education and treatment staff collaborate regularly and consistently use assessment data to create a program and classroom learning environment that is safe, orderly, highly structured, and positive.	
<input type="checkbox"/> Some behavior, social rating, learning style and career interest assessments are administered to improve student learning. Some collaboration occurs between education and treatment staff to improve student learning.	
<input type="checkbox"/> Few or no assessments are used to improve student learning. Little to no collaboration exists between education and treatment staff to improve student learning.	

Question	Standard 3.C Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.
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6	Possible Evidence: •Program improvement plan • Budget • Rules and routines • Equipment, supplies, and materials availability • Survey results • Mission and purpose statement • Professional development
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School personnel deliberately and consistently align their decisions and actions toward valuing equity and diversity. They encourage, support and expect all students and staff to demonstrate respect and inclusive behavior. They consider physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity when making decisions about the program or services. They distribute all resources equitably. The culture of the program is characterized by a value for inclusion and a sense of community among all stakeholders.	
<input type="checkbox"/> School personnel align their decisions and actions toward considering physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity differences among all staff and students when making program and service decisions. Equipment, supplies, and materials are distributed equitably among all staff for each student. There is a culture of inclusion.	
<input type="checkbox"/> School personnel make some decisions about the program or services that consider physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity differences among staff and students. Some equipment, supplies, and materials are distributed equitably among all staff for each student. The culture is characterized by a minimal degree of purposeful planning for inclusion.	
<input type="checkbox"/> Decisions and actions seldom or never support equity and/or diversity. School personnel may or may not consider physical, cultural, social- economic, racial/ethnic, ability, gender and gender identity differences among all staff and students when making program or service decisions. Equipment, supplies, and materials are not distributed equitably among all staff for each student. The culture does not reflect a commitment to inclusion.	

Question 7	Standard 3.D Highly structured classrooms include behavior management, student self-management skills instruction and provide opportunities for high rates of positive reinforcement.
	Possible Evidence: • Behavior management plan • Observation • Rules • Routines • Consistency • Level/Point systems • Social skills curriculum • IEP, IPI, ILP/IGP, GSSP
Please select the answer that most closely identifies this program	
<input type="checkbox"/> A program-wide positive behavior management plan is in place and creates highly structured classrooms where self-management techniques are routinely observed and reinforced. Positive reinforcement and high academic expectations for all students are stressed. Transition strategies are developed and used for every student.	
<input type="checkbox"/> All teachers use behavior management plans that provide highly-structured classrooms and self-management skills are taught. High rates of positive reinforcements are observed, high academic expectations are stressed, and transition strategies are used.	
<input type="checkbox"/> Some teachers use behavior management techniques and teach self-management skills. Some positive reinforcement is observed	
<input type="checkbox"/> Classrooms have few or no behavior management structures in place. Little or no positive reinforcement is observed.	

Question	Standard 3.E Education and treatment staffs use PD and student needs assessment data to identify interventions and measure specific student outcomes.
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8	Possible evidence • Program improvement plan • Professional development offerings/participation records • Minutes of meetings • Agenda of meetings • Student performance reports • Student work samples • Test item analysis • Interviews
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Educational staff meets regularly to analyze assessment data and measure student outcomes. Professional development and program improvement goals and objectives are based on the results of the analysis. Treatment staff participates in meetings and applicable professional development trainings.	
<input type="checkbox"/> School staff analyzes assessment results and disaggregates data to identify curriculum gaps to determine what students know and are able to do. School leadership and staff purposefully analyze the impact of past and current professional development on student achievement. Treatment staff is invited/encouraged to participate in data analysis and collaborative professional development.	
<input type="checkbox"/> Some professional development shows a direct connection to the analysis of assessment data. Most professional development is not job- embedded and ongoing.	
<input type="checkbox"/> Analysis of assessment data shows little or no connection to program improvement planning, individual growth plans, or professional development.	

Question 9	Standard 3.F An individual growth plan is available and is supported by an individual professional development plan for all educational staff.
	Possible evidence: Individual growth plans • Staff and student surveys • Professional development plan (administrator and teachers) • Program improvement plan • Lesson/Unit plans • Budget • Interviews • EILA records • Evaluation schedule • Board policy manual • Professional development offerings • Master schedule • Evaluation schedule • Mentor plan • Staff and district meeting minutes • Faculty handbook
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All educational staff have an individual growth plan supported by an individual professional development plan. The individual growth plan consistently emphasizes sustained and continuous growth through traditional and non-traditional avenues, provides time for collaboration; encourages mentorship; models and follow-up skills; and reinforces new learning	
<input type="checkbox"/> Most educational staff have an individual growth plan. PD emphasizes sustained and continuous growth through traditional and non- traditional avenues, provides time for collaboration; encourages mentorship; models and follow-up skills; and reinforces new learning.	
<input type="checkbox"/> Some educational staff have an individual growth plan. Some growth plans are supported by an individual professional development plan	
<input type="checkbox"/> Most educational staff do not have an individual growth plan supported by an individual professional development plan.	

Question 10	KR.1 School leadership is involved in the selection of teaching and support staff.
	Possible evidence:• Governing board policies, procedures, and priorities • School handbook • Student handbook • Staff handbook • Communications to stakeholders about policy revisions • Staff meeting minutes • Staff meeting agendas • Interview committee records
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School leadership interviews all teaching and support staff and sends recommendations to district leadership for approval. Treatment leadership is invited to participate in the interview process for teaching and support staff.	
<input type="checkbox"/> School leadership interviews teaching and support staff and sends recommendations to district leadership for approval.	
<input type="checkbox"/> District leadership provides school leadership a list of screened applicants, but school leadership has limited involvement in the interview process for teaching and support staff.	
<input type="checkbox"/> School leadership has little or no involvement in the selection of teaching and support staff.	

Question	KR.2 Leadership designates a school administrator who is the instructional leader of the educational program
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11	Possible evidence: • SACSAA Certificate • SACSAA Sign-In Sheet
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 12	KR.3 Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings.
	Possible evidence: • SACSAA Certificate • SACSAA Sign-In Sheet
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes, The program administrator has attended all required SACSAA meetings <input type="checkbox"/> No, the program administrator has not attended all required SACSAA meetings	

Question 13	KR.4 Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs
	• Student Assessments • Cumulative Folders • Due Process Folders • Passports/Infinite Campus • IEP, IPI, ILP/IGP
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 14	KR.5 Students are enrolled in core curriculum courses and are making appropriate progress for success at the next level.
	Possible evidence: • Report cards • School calendar • Assessment data • Student schedule • Student goals • Master schedule • Student transcripts • Curriculum resources • Cumulative folders • ILP/IEP/IPI/GSSP
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All students are enrolled in all required core courses as outlined in their individual learning plan (ILP) and are progressing toward graduation or the next level. School leadership is committed to providing each student a pathway to graduation or the next level. Students have the opportunity for dual enrollment in postsecondary educational programs. <input type="checkbox"/> All students are enrolled in all required core courses as outlined in their individual learning plan (ILP) and are progressing towards graduation or the next level. <input type="checkbox"/> Students are enrolled in some required core courses and are progressing towards graduation or the next level. <input type="checkbox"/> Little or no progress is demonstrated by student performance data that students are progressing towards graduation or the next level. Students are enrolled in some, but not all, needed core courses on a daily basis.	

Question 15	KR.6 Educational records are requested from the sending school.
	Possible Evidence: • Infinite campus reports • Student transcripts • Student file review • Written copies of requests KR.7 Educational records are forwarded to the
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question	KR.7 Educational records are forwarded to the receiving school within five days following the release of the student from the school/program
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16	Possible Evidence: • Communication records • Teacher record book KR.8 An educational passport is prepared
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Question 17	KR.8 An educational passport is prepared.
	Possible Evidence: • Educational passport • Infinite Campus • Cumulative folder • Due process folder • Request for records
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 18	KR.9 A minimum of 1,062 instructional hours and no fewer than 170 student attendance days is provided.
	Possible Evidence: •KDE approved school calendar • Master schedule • Student schedules • KECSAC reports
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 19	KR.10 An annual interagency agreement between the local school district and the treatment program exists.
	Possible Evidence: • Signed memorandum of agreement • Interagency agreement • Interviews
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 20	KR.11 School personnel participate in treatment planning meetings.
	Possible Evidence: • ITP • Interviews • Treatment team meeting agenda • Treatment team meeting minutes
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 21	KR.12 The KECSAC mandated extended school calendar includes 33 additional days, each with a minimum of 4 hours of direct instruction.
	Possible Evidence: • Approved KECSAC and district calendar • Copy of calendar entered into Infinite Campus
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question	KR.13 All educators meet state certification requirements.
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22	Possible Evidence: • Certificates
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 23	KR.14 The teacher pupil ratio for on-site state agency school programs shall average, based on annual average daily attendance, no
	Possible Evidence: • Program reports • KECSAC Census Data • Average Daily Attendance
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 24	KR.15 Time sheets for educational staff are maintained.
	Possible Evidence: • Handbook • Policies and procedures • Actual timesheets
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

Go to next section; Program Type

Program Type Section	
Please check the following that most closely identifies the type of alternative education program.	Go To Questions
<input type="checkbox"/> This program is located inside the same building or a connected building of a district A1 High School or other A1 school	Question 25-26
<input type="checkbox"/> This program is located at a stand-alone site or is located in a district facility that is not directly tied to the instruction of students in the program (i.e. district offices, district warehouse, district mixed use office space)	Questions 26-27

Question 25	On-site equity
	Possible evidence: Observation and comparison
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The learning environment is equal in resources, amenities, cleanliness, and overall appearance as the rest of the school <input type="checkbox"/> The learning environment is not equal in resources, amenities, cleanliness, and overall appearance as the rest of the school, but it is a safe environment for students <input type="checkbox"/> The learning environment is substandard in comparison to the rest of the school, and there are indications that the environment could pose hazards to safety and wellness	

Question	Curricular and Extracurricular Opportunities
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26	Possible evidence: Board Policy, Student Handbook
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Students in this program have the opportunity to engage in all of the same curricular and extra-curricular activities as other enrolled students except where prohibited by local board of education policy. <input type="checkbox"/> Students in this program have the opportunity to engage in many of the same curricular and extra-curricular activities as the other students not enrolled in the alternative education program except where prohibited by local board of education policy. <input type="checkbox"/> Though no local board policy prohibits it, students in this program are not permitted to engage in many of the same curricular and extracurricular activities as other students not enrolled in the program.	
If an Onsite Program, go to next section; Enrollment Duration Section	

Question	Off Site Standards
27	Possible evidence: Observation and comparison
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The learning environment is equal in resources, amenities, cleanliness, and overall appearance as other schools in the district <input type="checkbox"/> The learning environment is not equal in resources, amenities, cleanliness, and overall appearance as other schools in the district, but it is a safe environment for students <input type="checkbox"/> The learning environment is substandard in comparison to other schools in the district, and there are indications that the environment could pose hazards to safety and wellness	
Go to next section; Enrollment Duration Section	

Enrollment Duration Section	
Please check the following that most closely identifies the type of alternative education program.	Go To Questions
What length of time are most of your students enrolled in your program?	
<input type="checkbox"/> Short Term. Less than one full semester	Question 28-29
<input type="checkbox"/> Long Term. At least one semester, but less than a full academic year	Questions 29-31
<input type="checkbox"/> Graduation Transition. Most students will graduate while enrolled in this program	Questions 29-33
<input type="checkbox"/> Mixed. This program is designed for students to stay as long as needed. Many are short term, many are long term, and many will also graduate while enrolled	Questions 28-33

Question	Ability to maintain curricular pace with classmates from previous transitioned placement
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28	Possible evidence: District Curriculum Maps
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Students are enabled, encouraged, and generally keep pace on the same assignments and curriculum as students in their previous learning environment <input type="checkbox"/> Students are enabled, encouraged, but generally do not keep pace on the same assignments and curriculum as students in their previous learning environment <input type="checkbox"/> Students in this program receive modified assignments that align with the curriculum and pace of their previous learning environment <input type="checkbox"/> Students in this program receive modified assignments that align with the subject matter curriculum of their previous learning environment <input type="checkbox"/> Students focus on academic and behavior offerings that are unique to this program while enrolled. Once they return to their previous learning environment, they are expected to turn in any assignments they may have missed	

Question	Communicated Expectations
29	Possible evidence: Student Interviews
Please select the answer that most closely identifies this program	
<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	
If your program ONLY serves short term needs, proceed to the next section; Placement Method Section	

Question	Graduation Plan
30	Possible evidence: Graduation plans
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Students in this program have a written academic plan that provides a path for students to graduate on time or with as little delay in comparison to their freshman cohort as possible. This plan aligns with district graduation requirements for all other students. <input type="checkbox"/> Students in this program have a written academic plan that provides a path for students to graduate on time or with as little delay in comparison to their freshman cohort as possible. District graduation requirements that apply to all other students have been amended to ensure students can graduate <input type="checkbox"/> Students in this program do not have a written academic plan that provides a path for students to graduate on time or with as little delay in comparison to their freshman cohort. This program does make every attempt to graduate students on time though. <input type="checkbox"/> Students in this program do not have a written graduation plan.	

Question	Credit Recovery
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31	Possible evidence: ILPA plans, Credit Recovery Software
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Upon the decision of the ILPA team, students may enroll in a credit recovery program. Such a program has been given a thorough curricular review and been endorsed by a highly qualified educator or appropriate district leadership as meeting the requirements of the district. A teacher regularly assesses the understanding and progress of students in Credit Recovery.	
<input type="checkbox"/> Upon the decision of the ILPA team, students may enroll in a credit recovery program. Such a program has been endorsed by an appropriate district employee. There is a teacher in charge of checking in with students' progress	
<input type="checkbox"/> Upon the decision of the ILPA team, students may enroll in a credit recovery program. There is a teacher in charge of checking in with students' progress	
<input type="checkbox"/> This program does not offer credit recovery to students	
If your program ONLY serves long term needs, but not graduation, proceed to the next section; Placement Method Section	

Question	Career Pathways
32	Possible evidence: ILPA plans, Student Transcripts, KDE Approved Career Pathways
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Students in this program have the opportunity to pursue a wide variety of career pathways as identified by the Kentucky Department of Education	
<input type="checkbox"/> Students in this program have the opportunity to pursue a limited variety of career pathways as identified by the Kentucky Department of Education	
<input type="checkbox"/> This program is not designed to offer career pathways as identified by the Kentucky Department of Education	

Question	College and Career Readiness
33	Possible evidence: Infinite Campus Data
Please enter in percentages if your alternative education program has more than 10 students that are listed as Seniors	
<input type="checkbox"/> There are not more than 10 students in the alternative education program listed as seniors	
What percentage of seniors in the alternative education program have met college readiness benchmarks as defined by KDE? %	
What percentage of seniors in the alternative education program have met career readiness benchmarks as defined by KDE? %	
Proceed to the next section; Placement Method Section	

Placement Method Section

Please check the following that most closely identifies the type of alternative education program.

Go To Questions

How are most students assigned to the program?

- Students are voluntarily placed through an application process
- Students are involuntarily placed through due process procedures approved by the board of education
- Students are placed in this program through both voluntary and involuntary placements in equal or near equal measure

Question 34-36
Questions 36-38

Questions 34-38

Question

Application/ Enrollment Process

34

Possible evidence: ILPA plans, enrollment application

Please select the answer that most closely identifies this program

- There is an application process to enter this program that receives feedback from administrators, teachers, and counselors from the sending school. The application also has input from the student, parent, and appropriate outside agencies
- There is an application process to enter this program that receives feedback from at least four of the following groups (administrators, teachers, counselors, students, parents, and appropriate outside agencies).
- There is an application process to enter this program that receives feedback from 2-3 of the following groups (administrators, teachers, counselors, students, parents, and appropriate outside agencies).
- The application process to get into this program is informal.

Question

Acceptance Process

35

Possible evidence: ILPA plans, enrollment application

Please select the answer that most closely identifies this program

- Students are selected to enroll in this program by grading their application against an established rubric that ensures students will receive services that are aligned with the mission and purpose of the school.
- A team makes the decision on which students to enroll based upon a review of their student records.
- A program administrator reviews all student requests/applications for enrollment and determines who shall be permitted to enroll.

Question

Special Education Consideration

36

Possible evidence: ARC Meeting minutes, Individualized Education Plan

Please select the answer that most closely identifies this program

- All students receiving special education services have an Admissions and Release Committee (ARC) meeting prior to enrollment or release from the program
- Most students receiving special education services have an Admissions and Release Committee (ARC) meeting prior to enrollment or release from the program
- Students receiving special education services have an Admissions and Release Committee (ARC) meeting at scheduled intervals, but not necessarily prior to enrollment or release from the program

If your program only serves students who voluntarily enroll, please proceed to the next section; Program Focus Section

Question 37	Due Process
	Local Board Policy
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All students assigned to this program have been given due process in accordance with local board of education policy including the opportunity to advocate for themselves in regards to the placement and appeal of the initial decision. <input type="checkbox"/> Students are assigned to this program through an administrative process that is not able to be appealed. Students may or may not have the opportunity to challenge the placement depending on circumstances.	

Question 38	Transition in Process
	Possible evidence: ILPA plans, Student Handbook
Please select the answer that most closely identifies this program	
<input type="checkbox"/> This program has a defined transition process that includes making the student aware of rules, expectations, interventions, an assessment for academic and behavioral interventions, and assessments for mental and behavioral health treatment <input type="checkbox"/> This program has a defined transition process that includes at least three of the following: making the student aware of rules, expectations, interventions, an assessment for academic and behavioral interventions, and assessments for mental and behavioral health treatment <input type="checkbox"/> This program has a defined transition process that includes fewer than two of the following: making the student aware of rules, expectations, interventions, an assessment for academic and behavioral interventions, and assessments for mental and behavioral health treatment <input type="checkbox"/> There is not a formal transition process in this program	

Question 38	Transition out Process
	Possible evidence: ILPA plans, Student Handbook
Please select the answer that most closely identifies this program	
<input type="checkbox"/> There is a defined process for students to exit from this program to ensure they are ready and supported to enter a new learning environment. Follow-on care includes mentoring or coaching in the new learning environment. <input type="checkbox"/> There is a defined process for students to exit from this program to ensure they are ready and supported to enter a new learning environment. Follow-on care may or not be provided depending on the findings of the ILPA team <input type="checkbox"/> There is a defined process for students to exit from this program to ensure they are ready and supported to enter a new learning environment. Follow-on care is not provided <input type="checkbox"/> There is a defined process for students to exit from this program.	
Proceed to the next section; Program Focus Section	

Program Focus Section	
Please check the following that most closely identifies the type of alternative education program.	Go To Questions
What is the primary focus of this alternative education program?	
<input type="checkbox"/> This program focuses on behavior modification/ rehabilitation in order to prepare students with the skills necessary to live in a socially responsible manner.	Question 39-42
<input type="checkbox"/> This program focuses on academic rehabilitation of students who are not on track to graduate or have found it difficult to achieve academic success in the traditional school setting.	Questions 43-44
<input type="checkbox"/> This program enrolls students for a variety of reasons including academic and behavioral needs as described in the other options.	Questions 39-44

Question 39	Behavior Assessment
	Possible evidence: ILPA plans, Student Handbook
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Every student receives an assessment of behavioral needs upon entering the program and periodically while enrolled. Student behaviors are monitored and discussed with the student regularly in a positive setting.	
<input type="checkbox"/> Every student receives an assessment of behavioral needs upon entering the program and periodically while enrolled. Student behaviors are monitored for progress	
<input type="checkbox"/> Every student receives an assessment of behavioral needs upon entering the program and periodically while enrolled.	
<input type="checkbox"/> Every student receives an assessment of behavioral needs upon entering the program.	

Question 40	Behavior Plan
	Possible evidence: ILPA plans, Student Behavior Plans
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Every student is invited to participate in designing a written behavioral plan that addresses their unique needs. The plan is monitored regularly and amended as needed.	
<input type="checkbox"/> Every student is invited to participate in designing a written behavioral plan that addresses their unique needs when entering the program.	
<input type="checkbox"/> An administrator or counselor designs a written behavioral plan that addresses the unique needs of each student when entering the program.	
<input type="checkbox"/> Each student is held to a general behavior plan once enrolled that may be tailored to individual needs on a case by case basis	
<input type="checkbox"/> Unless students are on a 504 or individual education plan that addresses behavioral needs, no written plan is designed for students in this program for behavioral needs	

Question 41	Behavior Support Staff
	Possible evidence: School Staffing Assignments
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Students in this program have access to behavioral services such as clinical therapists, social workers, behavioral counselors, psychologists that are on staff and at the location for the entire school day.	
<input type="checkbox"/> Students in this program have access to behavioral services such as clinical therapists, social workers, behavioral counselors, psychologists that are on staff and at the location for at least half of the school day.	
<input type="checkbox"/> Students in this program have access to behavioral services such as clinical therapists, social workers, behavioral counselors, psychologists that are on staff and at the location for at least one day per week .	
<input type="checkbox"/> Students in this program have access to behavioral services such as clinical therapists, social workers, behavioral counselors, psychologists that can be made available if needed .	
<input type="checkbox"/> Students in this program do not have access to behavioral services such as clinical therapists, social workers, behavioral counselors, psychologists.	

Question 42	Staff Training
	Possible evidence: Professional Development Training Logs
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All faculty and staff in this program are given formal training at least annually in how to handle a variety of student behaviors and de-escalation measures <input type="checkbox"/> More than 75% of faculty and staff in this program are given formal training at least annually in how to handle a variety of student behaviors and de-escalation measures <input type="checkbox"/> More than 50% of faculty and staff in this program are given formal training at least annually in how to handle a variety of student behaviors and de-escalation measures <input type="checkbox"/> Less than 50% of faculty and staff in this program are given formal training at least annually in how to handle a variety of student behaviors and de-escalation measures	
If this program only focuses on behavior modification and rehabilitation, please proceed to the next section; General Education Services Section	

Question 43	Academic Assessment
	Possible evidence: ILPA Plans, Academic Assessment
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Every student receives an assessment of academics needs upon entering the program and periodically while enrolled. Student academic progress is monitored and discussed with the student regularly in a positive setting. <input type="checkbox"/> Every student receives an assessment of academics needs upon entering the program and periodically while enrolled. Student academic progress is monitored <input type="checkbox"/> Every student receives an assessment of academics needs upon entering the program and periodically while enrolled. <input type="checkbox"/> Every student receives an assessment of academics needs upon entering the program	

Question 44	Academic Supports
	Possible evidence: School/Program improvement plan, Student handbook
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Students in this program have access to a wide variety of academic support services including extended school services, tutoring, multi-tiered systems of support interventions, communication with teachers beyond the normal school day, etc <input type="checkbox"/> Students in this program have access to academic support services that include at least two of the following; extended school services, tutoring, multi-tiered systems of support interventions, communication with teachers beyond the normal school day, etc <input type="checkbox"/> Students in this program have access to one of the following academic support services; extended school services, tutoring, multi-tiered systems of support interventions, communication with teachers beyond the normal school day, etc <input type="checkbox"/> Students in this program do not have access to the following academic support services; extended school services, tutoring, multi-tiered systems of support interventions, communication with teachers beyond the normal school day, etc	
Please proceed to the next section; General Education Services Section	

General Education Services Assessment Section

The following Section is designed to gauge the overall effectiveness of program offerings and structure regardless of the type of alternative education program. The questions are organized by the following AdvancEd Standards;

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning

Standard 4: Resources and Support Systems

Standard 5: Using Results for Continuous Improvement

Please answer all questions from this point forward.

Question 45	Standard 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
	Possible evidence: Purpose statements - past and present • Minutes from meetings related to development of the school's purpose • Documentation or description of the process for creating the school's purpose including the role of stakeholders • Communication plan to stakeholders regarding the school's purpose • Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular basis. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	
<input type="checkbox"/> The school's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular scheduler. The purpose includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	
<input type="checkbox"/> The school has a process for review, revision and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	
<input type="checkbox"/> No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.	

Question 46	Standard 1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.
	Possible evidence: • The school’s statement of purpose • Agendas and/or minutes that reference a commitment to the components of the school’s statement of purpose
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice. <input type="checkbox"/> Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff share high expectations for professional practice <input type="checkbox"/> Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership maintains high expectations for professional practice. <input type="checkbox"/> Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident	

Question 47	Standard 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
	Possible evidence: • Agenda, minutes from continuous improvement planning meetings • Communication plan and artifacts that show two-way communication to staff and stakeholders • The school data profile • The school continuous improvement plan • Survey results
Please select the answer that most closely identifies this program	
<div style="display: flex; flex-direction: column;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders. </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available. </div> <div> <input type="checkbox"/> A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent. </div> </div>	

Question 48	Standard 2.1 The governing body establishes policies and support practices that ensure effective administration of the school.
	Possible evidence: • Governing body policies, procedures and practices • School handbooks • Staff handbooks • Student handbooks • Communications to stakeholder about policy revisions
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Policies and practices clearly and directly support the school’s purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for and oversight of fiscal management.	
<input type="checkbox"/> Policies and practices support the school’s purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for and oversight of fiscal management.	
<input type="checkbox"/> Policies and practices generally support the school’s purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	
<input type="checkbox"/> Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff Policies provide requirements of fiscal management.	

Question 49	Standard 2.2 The governing body operates responsibly and functions effectively.
	Possible evidence: • Governing body policies on roles and responsibilities, conflict of interest; • Governing code of ethics • Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest • Governing body minutes relating to training • Governing body training plan • Assurances, certifications • Proof of legal counsel • List of assigned staff for compliance • Historical compliance data • Communications about program regulations • Findings of internal and external reviews of compliance with laws, regulations and policies
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning.	
<input type="checkbox"/> The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.	
<input type="checkbox"/> The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations.	
<input type="checkbox"/> The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.	

Question 50	Standard 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
	Possible evidence: • School improvement plan developed by the school • Agendas and minutes of meetings • Roles and responsibilities of school leadership • Maintenance of consistent academic oversight, planning and resource allocation • Survey results regarding functions of the governing body • Stakeholder input and feedback • Social media • Communications regarding board actions

Please select the answer that most closely identifies this program

- The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.
- The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.
- The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.
- The governing body rarely or never protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.

Question 51	Standard 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.
	Possible evidence: • Examples of collaboration and shared leadership • Examples of decisions aligned with the school's statement of purpose • Examples of decisions in support of the school's continuous improvement plan • Survey results

Please select the answer that most closely identifies this program

- Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support and expect all students to be held to high Standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.
- Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high Standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community.
- Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to Standards. School leaders sometimes support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.
- Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Question 52	Standard 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.
	Possible evidence: • Survey responses • Copies of surveys or screen shots from online surveys • Communication plan • Minutes from meetings with stakeholders • Involvement of stakeholders in a school improvement plan
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	
<input type="checkbox"/> Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	
<input type="checkbox"/> Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	
<input type="checkbox"/> Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. Leaders rarely or never communicate with stakeholder groups. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.	

Question 53	Standard 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
	Possible evidence: • Job specific criteria • Supervision and evaluation documents with criteria for improving professional practice and student success noted • Representative supervision and evaluation reports • Governing body policy on supervision and evaluation • Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	
<input type="checkbox"/> The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	
<input type="checkbox"/> The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	
<input type="checkbox"/> The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.	

Question 54	Standard 3.1 The school'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.
	Possible evidence: •Descriptions of instructional techniques • Enrollment patterns for various courses • Graduate follow-up surveys • Course descriptions • Course schedules • Learning expectations for different courses • Representative samples of student work across courses • Posted learning objectives • Character education through life skills lessons • Lesson plans • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> 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 school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations. <input type="checkbox"/> 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. Like courses/classes have equivalent learning expectations. Like courses/classes have equivalent learning expectations. <input type="checkbox"/> 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 like courses/classes have equivalent learning expectations. Little individualization for each student is evident. <input type="checkbox"/> 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. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.	

Question 55	Standard 3.2 Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
	Possible evidence: • Curriculum writing process • A description of the systematic review process for curriculum, instruction and assessment • Curriculum guides • Lesson plans aligned to the curriculum • Products – scope and sequence, curriculum maps • Common assessments • Surveys results • Standards-based report cards

Please select the answer that most closely identifies this program

- Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school’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 that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction and assessment.
- Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school’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 that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction and assessment.
- School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction and assessment.
- School personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction and assessment.

Question 56	Standard 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
	Possible evidence: • Teacher evaluation criteria • Findings from supervisor walk-thrus and observations • Student work demonstrating the application of knowledge • Examples of teacher use of technology as an instructional resource • Examples of student use of technology as a learning tool • Interdisciplinary projects • Authentic assessments • Professional development focused on these strategies • Agenda items addressing these strategies • Evidence of extended learning

Please select the answer that most closely identifies this program

- 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.
- 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.
- 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.
- Teachers rarely 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 rarely 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.

Question 57	Standard 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success
	Possible evidence: • Supervision and evaluation procedures • Curriculum maps • Peer or mentoring opportunities and interactions • Recognition of teachers with regard to these practices • Administrative classroom observation protocols and logs • Examples of improvements to instructional practices resulting from the evaluation process • Documentation of collection of lesson plans and grade books • Surveys results

Please select the answer that most closely identifies this program

- School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
- School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
- School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
- School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.

Question 58	Standard 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.
	Possible evidence: • Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Common language, protocols and reporting tools • Examples of improvements to content and instructional practice resulting from collaboration • Examples of cross curricular projects, interdisciplinary instruction and classroom action research project • Peer coaching guidelines and procedures • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	
<input type="checkbox"/> All members of the school staff participate in collaborative learning communities that meet both informally and formally. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	
<input type="checkbox"/> Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Staff members promote discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	
<input type="checkbox"/> Collaborative learning communities randomly self-organize and meet informally. Staff members rarely discuss student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.	

Question 59	Standard 3.6 Teachers implement the school's instructional process in support of student learning.
	Possible evidence: • Samples of exemplars used to guide and inform student learning • Examples of learning expectations and standards of performance • Examples of assessments that prompted modification in instruction • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All teachers systematically use an instructional process that clearly informs students of learning expectations and Standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	
<input type="checkbox"/> All teachers use an instructional process that informs students of learning expectations and Standards of performance, Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	
<input type="checkbox"/> Most teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	
<input type="checkbox"/> Few teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.	

Question 60	Standard 3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
	Possible evidence: • Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning • Professional learning calendar with activities for instructional support of new staff • Personnel manuals with information related to new hires including mentoring, coaching and induction practices • Records of meetings and walk thrus/feedback sessions • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	
<input type="checkbox"/> School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	
<input type="checkbox"/> Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for school personnel.	
<input type="checkbox"/> Few or no school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Limited or no expectations for school personnel are included.	

Question 61	Standard 3.8 Leadership engages families/stakeholders in meaningful ways in their children's education and keeps them informed of their children's learning progress.
	Possible evidence: • Volunteer program with variety of options for participation • Parental/family/caregiver involvement plan including activities, timeframes and evaluation process • Calendar outlining when and how families are provided information on child's progress • List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> 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.	
<input type="checkbox"/> Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	
<input type="checkbox"/> Programs that engage families in their children's education are available. School personnel provide information about children's learning.	
<input type="checkbox"/> Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.	

Question 62	Standard 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
	Possible evidence: • Description of formal adult advocate structures • List of students matched to adult advocate • Curriculum and activities of formal adult advocate structure • Master schedule with time for formal adult advocate structure • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.	
<input type="checkbox"/> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.	
<input type="checkbox"/> School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.	
<input type="checkbox"/> Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.	

Question 63	Standard 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
	Possible evidence: • Policies, processes and procedures on grading and reporting • Samples communications to stakeholders about grading and reporting • Sample report cards for each grade level and for all courses • Evaluation process for grading and reporting practices • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are formally and regularly evaluated.	
<input type="checkbox"/> Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated.	
<input type="checkbox"/> Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.	
<input type="checkbox"/> Few or no teachers use common grading and reporting policies, processes and procedures. Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.	

Question 64	Standard 3.11 All staff members participate in a continuous program of professional learning.
	Possible evidence: • Crosswalk between professional learning and school purpose and direction • Brief explanation of alignment between professional learning and identified needs • Evaluation tools for professional learning • Results of evaluation of professional learning program • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
<input type="checkbox"/> All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
<input type="checkbox"/> Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program is regularly evaluated for effectiveness.	
<input type="checkbox"/> Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	

Question 65	Standard 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students
	Possible evidence: • List of learning support services and student population served by such services • Data used to identify unique learning needs of students • Training and professional learning related to research on unique characteristics of learning • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	
<input type="checkbox"/> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	
<input type="checkbox"/> School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	
<input type="checkbox"/> School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.	

Question 66	Standard 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.
	Possible evidence: • Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff • School budgets for the last three years • Documentation of highly qualified staff • Assessments of staffing needs • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Clearly defined policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	
<input type="checkbox"/> Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	
<input type="checkbox"/> Policies, processes and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school	
<input type="checkbox"/> Policies, processes and procedures are often but not always followed by school leaders to access, hire, place and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.	

Question 67	Standard 4.2 Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.
	Possible evidence: • School calendar • School schedule • Examples of efforts of school leaders to secure necessary material and fiscal resources • Alignment of budget with school purpose and direction • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	
<input type="checkbox"/> Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	
<input type="checkbox"/> Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction	
<input type="checkbox"/> Little or no link exists between the purpose of the school and instructional time, material resources and fiscal resources. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.	

Question 68	Standard 4.3 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.
	Possible evidence: • Maintenance schedules • Records of depreciation of equipment • System for maintenance requests • Safety committee responsibilities, meeting schedules and minutes • Documentation of compliance with local and state inspections requirements • Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly. <input type="checkbox"/> School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. <input type="checkbox"/> School leaders have some expectations for maintaining safety, cleanliness and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored. <input type="checkbox"/> School leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.	

Question 69	Standard 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.
	Possible evidence: • Data on media and information resources available to students and staff • Schedule of staff availability to assist students and school personnel related to finding and retrieving information • Budget related to media and information resource acquisition • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. <input type="checkbox"/> Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information <input type="checkbox"/> Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. <input type="checkbox"/> Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.	

Question 70	Standard 4.5 The technology infrastructure supports the school's teaching, learning and operational needs.
	Possible evidence: • Technology plan and budget to improve technology services and infrastructure • Assessments to inform development of technology plan • Policies relative to technology use • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	
<input type="checkbox"/> The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	
<input type="checkbox"/> The technology infrastructure meets the teaching, learning and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	
<input type="checkbox"/> The technology infrastructure meets the teaching, learning and operational needs of few stakeholders. The technology infrastructure meets the teaching, learning and operational needs of few stakeholders.	

Question 71	Standard 4.6 The school provides support services to meet the physical, social and emotional needs of the student population being served.
	Possible evidence: • List of support services available to student • Agreements with school community agencies for student-family support • Social classes and services, e.g., bullying, character education • Student assessment system for identifying student needs • Schedule of family services, e.g., parent classes, survival skills • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School personnel implement a clearly defined process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	
<input type="checkbox"/> School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	
<input type="checkbox"/> School personnel endeavor to determine the physical, social and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	
<input type="checkbox"/> School personnel attempt to determine the physical, social and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	

Question 72	Standard 4.7 The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.
	Possible evidence: • List of services available related to counseling, assessment, referral, educational and career planning • Description of referral process • Description of IEP process • Budget for counseling, assessment, referral, educational and career planning • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. <input type="checkbox"/> School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. <input type="checkbox"/> Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. <input type="checkbox"/> School personnel attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs.	

Question 73	Standard 5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.
	Possible evidence: • Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance • Evidence that assessments are reliable and bias free • Documentation or description of evaluation tools/protocols • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. <input type="checkbox"/> School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. <input type="checkbox"/> School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. <input type="checkbox"/> School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	

Question 74	Standard 5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.
	Possible evidence: • Written protocols and procedures for data collection and analysis • List of data sources related to student learning, instruction, program effectiveness and conditions that support learning • Examples of use of data to design, implement and evaluate continuous improvement plans • Survey Results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.	
<input type="checkbox"/> Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.	
<input type="checkbox"/> Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel use data to design, implement and evaluate continuous improvement plans.	
<input type="checkbox"/> Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.	

Question 75	Standard 5.3 Professional and support staff are trained in the evaluation, interpretation and use of data.
	Possible evidence: • Training materials specific to the evaluation, interpretation and use of data • Documentation of attendance and training related to data use • Professional learning schedule specific to the use of data • Policies specific to data training • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.	
<input type="checkbox"/> All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.	
<input type="checkbox"/> Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.	
<input type="checkbox"/> Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.	

Question 76	Standard 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.
	Possible evidence: • Description of process for analyzing data to determine verifiable improvement in student learning • Agendas, minutes of meetings related to analysis of data • Evidence of student growth • Evidence of student readiness for the next level • Evidence of student success at the next level • Examples of use of results to evaluate continuous improvement action plans • Student surveys
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
<input type="checkbox"/> Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
<input type="checkbox"/> A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
<input type="checkbox"/> An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.	

Question 76	Standard 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.
	Possible evidence: • School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals • Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders • Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals • Executive summaries of student learning reports to stakeholder groups • Minutes of board meetings regarding achievement of student learning goals • Survey results
Please select the answer that most closely identifies this program	
<input type="checkbox"/> Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	
<input type="checkbox"/> Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	
<input type="checkbox"/> Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	
<input type="checkbox"/> Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.	

Thank you. Please upload this completed form to the Consolidated Monitoring SharePoint Site