

Alternative Education Program (AEP) Quality Indicators Rubric

Indicator	Needs Developing	Accomplished	Exemplary
<p>1. Program Structure, Processes and Procedures: Program is structured to complement the goals and objectives of the district and are designed to support the students enrolled in such programs rigorously. Accountability policies and procedures are established with fidelity. The program has clear transition processes that are implemented consistently. The program utilizes data to guide continuous improvement.</p>			
<p>1.1 Established and Engaged Mission and Vision: Districts operating AEPs must ensure that each program’s mission and vision is aligned to the goals of the district with a clearly defined target population. Student success should be centered, and the mission should be embedded in the program. A process for annual review with stakeholder engagement is in place to ensure continued alignment.</p>	<p>A formal mission statement has not been developed or is underdeveloped with no evidence of how the program supports the district’s goals and/or is not aligned to a targeted student population.</p> <p>Student success is not central to the mission and vision.</p> <p>Mission and vision are not evident in daily program culture.</p> <p>No evidence of a process for district’s annual review of mission and vision to ensure programming supports its purpose. Limited or no stakeholder involvement is evidence.</p>	<p>The program’s mission and vision address how the program supports the district’s goals but needs additional clarity. Goals are partially aligned to a targeted student population.</p> <p>Student success is part of the vision and mission of the program, but does not include the development of academic skills, social-emotional competencies, and college/career/ life readiness skills.</p> <p>Mission or vision is articulated but not consistently evident in daily program culture.</p> <p>There is limited evidence of communication and collaboration with all stakeholders in a process for the district to review the mission and vision annually to ensure current programming continues to support its purpose.</p>	<p>The program’s mission and vision clearly articulate how the program supports the district’s goals and fully aligns them to the targeted student population.</p> <p>Student success is central to the vision and mission of the program, which includes the development of academic skills, social-emotional competencies, and college/career/ life readiness skills.</p> <p>Strong evidence that mission and vision are part of daily practices and culture.</p> <p>There is a comprehensive process in place for the district to review the mission and vision annually and ensure current programming continues to support its purpose. Communication and collaboration with all stakeholders are clear and consistent.</p>
<p>1.2 Data Management and Utilization for Continuous Improvement: Program staff continuously collect, analyze and apply learning from a range of data sources, including tools built into the KSIS, comparison and</p>	<p>Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.</p>	<p>Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.</p> <p>Data sources include limited comparison and trend data about</p>	<p>Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff.</p>

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<p>trend data about student learning, instruction, program evaluation and organizational conditions for continuous improvement efforts to better serve their students and achieve the program’s purpose and direction. The program engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.</p>	<p>Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.</p> <p>There is little to no evidence of a consistent framework for monitoring student progress.</p>	<p>student learning, instruction, the effectiveness of programs and organizational conditions.</p> <p>The program framework for monitoring student progress is evidence-based.</p>	<p>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.</p> <p>The program framework for monitoring student progress is evidence-based and implemented with fidelity and/or adapted appropriately to align with the program’s mission and vision.</p>
<p>1.3 Transition Processes: The district clearly establishes and communicates the entry and exit procedures for students that are transferring into or from an AEP, including post-secondary settings when appropriate. A formal transition process includes collaboration and communication with stakeholders regarding support plans.</p>	<p>There are no policies that outline eligibility requirements for identifying, enrolling, and/or exiting students in/out of the AEP. If policies are in place, the policies are rarely, if ever, followed consistently across the district.</p> <p>There is a not a formal entry transition process in place addressing at least two of the following: orientation for students and guardians, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILP and/or IEP (Individual Education Plan) review, and short- and long-term goal setting.</p> <p>There is a little to no evidence of a formal exit transition process that includes at least one of the following: an exit interview with</p>	<p>There are established policies that outline eligibility requirements for identifying, enrolling and exiting students in/out of the AEP and are usually followed across the district.</p> <p>There is a formal entry transition process that includes at least three of the following: orientation for students and guardians, assessment of students (academic, social-emotional, behavioral and mental health needs), ILP and/or IEP review, and short- and long-term goal setting.</p> <p>There is a formal exit transition process that includes an exit interview with students and caregivers and communication between the referring program and the AEP about the strengths and needs of the student (academic, behavioral, and social-emotional learning needs; college and career readiness goals; etc.).</p>	<p>There are established policies that outline eligibility requirements for identifying, enrolling and exiting students in/out of the AEP and are consistently followed across the district.</p> <p>There is a formal entry transition process that includes all of the following: orientation for students and guardians, assignment of adult advocate, assessment of students (academic, social-emotional, behavioral and mental health needs), ILP and/or IEP review, and short- and long-term goal settings.</p> <p>There is a formal exit transition process including an exit interview with the student and caregivers. High levels of collaboration and communication between the referring program and the AEP foster understanding of the strengths and</p>

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	<p>students and caregivers, communication between the referring program and the AEP about the strengths and needs of the student (academic, behavioral and social-emotional learning needs; college and career readiness goals; etc.). Transition plans for follow-up support to ensure student success are not evident.</p> <p>The entry process does not appear to include communication between the referring program and the AEP and is not clearly communicated and implemented among all stakeholders. Students are unsure of the reasons they were placed in the AEP and cannot identify how the program’s services will help them meet their goals.</p> <p>The exit transition process is rarely or not at all communicated to stakeholders. Students are unable to articulate the criteria for exiting the program or how the ongoing support will help them meet their goals.</p>	<p>Transition includes plans for ongoing follow-up support to ensure student success.</p> <p>There is minimal to moderate evidence that the entry process includes communication between the referring program and the AEP and is inconsistently communicated and implemented among stakeholders. Students can partially identify their reasons for placement but may struggle to identify how the program’s services will help them meet their goals.</p> <p>The exit transition process is communicated to most stakeholders. Students can partially identify the criteria for exiting the program and somewhat articulate how ongoing support will help them meet their goals.</p>	<p>educational needs of the student (academic, behavioral and social-emotional learning needs; college and career readiness goals; etc.). Transition includes follow-up plans and a commitment to ongoing support to ensure the student stays on course for graduation and college/career readiness.</p> <p>There is significant evidence that the transition process includes high levels of collaboration and communication between the referring program and the AEP and is communicated and implemented among all stakeholders. Students can fully articulate the reasons for placement and how the program services will help them meet their established goals.</p> <p>The exit transition process is communicated and implemented among all stakeholders. Students can fully articulate the criteria for exiting the program and how ongoing support will help them continue to meet their goals.</p>
<p>1.4 District Engagement and Support: Districts must maintain clear procedures for regular, periodic monitoring and sufficient oversight to ensure quality programming while protecting the autonomy of the AEP’s operation.</p>	<p>Evidence does not support established procedures for district staff visits to the AEP to meet regularly with AEP administrators and teachers. Program needs are not discussed and/or there are minimal plans made for support.</p>	<p>Procedures are in place for district staff visits to the AEP on a regular basis to meet with AEP administrators and teachers. Program needs are discussed, and plans are made for support. Follow up is inconsistent or not completed in a timely manner.</p>	<p>Clear procedures are established for district staff visits to the AEP monthly to meet with administrators and teachers of the program. The program’s ongoing needs are discussed with plans for support outlined and followed through consistently and in a</p>

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	<p>There is little or no evidence of collaboration or shared decision making. Program monitoring is sporadic.</p> <p>District staff do not distinguish between their roles and responsibilities and those of AEP leadership. Support and respect for AEP leadership autonomy for improvement in student learning and daily operations of the program is not evident.</p>	<p>District administration utilizes a collaborative approach to ensure shared decision-making in most aspects of education (administration, staff development, guidance, support services, extracurricular activities, transportation, health and food services, and instructional delivery systems), high expectations for the program, and periodic monitoring of program quality.</p> <p>District staff usually maintain a distinction between their roles and responsibilities and those of AEP leadership. Support and respect for the autonomy of AEP leadership for improvement in student learning and day-to-day operations of the program is evident but may be inconsistent.</p>	<p>timely manner.</p> <p>District administration utilizes a collaborative approach that ensures shared decision-making in all aspects of education (administration, staff development, guidance, support services, extracurricular activities, transportation, health and food services, and instructional delivery systems), high expectations for the program, and continuous monitoring of program quality.</p> <p>District staff maintains a clear distinction between its roles and responsibilities and those of program leadership. Support and respect for AEP leadership autonomy to accomplish goals for achievement and instruction and manage daily operations of the program is evident.</p>
<p>2. Program Climate and Culture: Program maintains a safe, inviting, caring and orderly climate and culture of mutual trust and positive attitudes that supports academic and personal growth of students and staff. The climate and culture results in all students and staff believing, experiencing, and feeling they are accepted and valued in their program community.</p>			
<p>2.1 Positive Climate and Culture: The program fosters a positive, trauma-informed climate conducive for youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Norms, values and expectations create an environment of social, emotional, intellectual and physical safety.</p>	<p>A consistent approach to culture building within the program is not evident. There is little to no support for the development of social and civic knowledge, skills and dispositions including effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility and ethical decision making. There is little to no</p>	<p>The program’s approach to culture building promotes positive connections among students and between students and program staff. There are moderate program supports development of social and civic knowledge, skills and dispositions including effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility and ethical</p>	<p>The program’s approach to culture building actively promotes and develops trust and positive connections among students, among program staff, and between students and program staff. The program fully supports the comprehensive development of social and civic knowledge, skills and dispositions including effective listening, conflict resolution, self-reflection and</p>

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	<p>evidence that inclusion is valued or that diversity is respected.</p> <p>Trauma-informed practices are minimal or lacking entirely.</p> <p>Few or no opportunities exist for program staff to build long-term interaction with individual students. Few or no students have a staff member who advocates for their needs regarding learning skills, thinking skills and life skills.</p> <p>Peer networks are not evident in the program.</p> <p>The program does not have an established team that monitors the culture and climate of the program.</p>	<p>decision making. There is moderate evidence that inclusion is valued and diversity is respected.</p> <p>Some trauma-informed practices are evident.</p> <p>Program staff participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. Some students may participate in the structure. The structure allows the program staff to gain some insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills and life skills.</p> <p>Some network of supportive peer relationships is encouraged.</p> <p>There is a team that plans, monitors, and implements strategies to address program culture and climate but may not include all stakeholders.</p>	<p>emotional regulation, empathy, personal responsibility and ethical decision making. There is strong evidence that inclusion is valued and diversity is respected.</p> <p>Trauma-informed practices are comprehensive and visible throughout the program.</p> <p>Program staff 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 program staff to gain significant insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills and life skills</p> <p>An established systematic network of supportive peer relationships is in place.</p> <p>The program has a designated team of representative administrative, teaching, support and student representatives that strategically plan, monitor and implement prevention and intervention strategies to address the program culture and climate.</p>
<p>2.2 Prioritized Equity: The program supports challenging, equitable educational programs and learning</p>	<p>Educational programs challenge few or no students and are provided in a way that few</p>	<p>Challenging educational programs and equitable learning experiences are implemented so that most students</p>	<p>Challenging educational programs and equitable learning experiences are implemented in a measurable way so</p>

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<p>experiences for all students that include achievement of learning, thinking and life skills. All aspects of the program reflect consistency, uniformity, fairness and support by all staff.</p>	<p>students achieve the learning, thinking, and life skills necessary for success.</p> <p>There is little or no evidence that instruction practices focus on student engagement, depth of understanding or application of knowledge.</p> <p>Students do not have access to extra or co-curricular activities</p>	<p>achieve learning, thinking and life skills necessary for success.</p> <p>Evidence indicates some instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.</p> <p>Students have access to some extra and co-curricular activities such as clubs, art, music, etc.</p>	<p>that all students achieve learning, thinking and life skills necessary for success.</p> <p>Evidence indicates a strong commitment to instructional practices that include active student engagement, supplemental learning, enrichment activities, a focus on depth of understanding and the application of knowledge and skills.</p> <p>Students in the program have access to a variety of extra and co-curricular activities such as clubs, art, music, etc.</p>
<p>2.3 Staff Well-being: Faculty and staff well-being are a priority in the program. Shared decision making, collaboration and opportunities to contribute are evident. Faculty and staff are recognized for their achievements. Program leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning.</p>	<p>There is little to no evidence of the existence of programs that cover areas of well-being.</p> <p>Program faculty and staff have no opportunities to make contributions to initiatives. They are rarely, if ever, recognized for accomplishments and contributions to the program.</p> <p>Minimal or no evidence exists that indicates shared values and beliefs about teaching and learning.</p>	<p>There is some evidence of the existence of programs that cover areas of well-being (physical/biometric, mental and emotional). The climate of the program sometimes prioritizes staff relationships, collaboration, shared decision making, and well-being.</p> <p>Program faculty and staff have some opportunities to make contributions to initiatives. They are sometimes recognized for accomplishments and contributions to the program.</p> <p>Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is sometimes reflected in</p>	<p>There is significant evidence of the existence of robust programs that cover areas of well-being (physical/biometric, mental and emotional). The climate of the program consistently prioritizes positive staff relationships, collaboration, shared decision making and well-being.</p> <p>Program faculty and staff have ample opportunities to make substantial contributions to program initiatives and are regularly recognized for accomplishments and contributions to the program.</p> <p>Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is always</p>

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		communication among leaders, staff and students.	reflected in communication among leaders, staff, and students.
<p>2.4 Facility: The program maintains facilities, services and equipment in a safe, clean, aesthetically pleasing and physically accessible environment that supports optimal student learning. Faculty and staff have access to a comfortable and clean break area.</p>	<p>Program facilities are not well-maintained and/or not safe, clean or physically accessible environment. Facilities do not adequately accommodate the needs of staff and students to accomplish the established goals.</p> <p>Areas for counseling and the delivery of community support services are not designated.</p> <p>Program and district leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Few or no measures that assess these conditions are in place. Few or no staff work to improve these conditions.</p> <p>Food services may not be provided near or within the facilities. Quality nutrition is not reflected and accommodation for student needs may not always be met.</p> <p>Faculty and staff do not have a break area.</p>	<p>Program facilities are well-maintained in a safe, clean and physically accessible environment. Facilities usually accommodate the needs of staff and students to accomplish the established goals.</p> <p>There are designated areas for counseling and the delivery of community support services.</p> <p>Program and district leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. Some measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate staff as necessary to improve these conditions.</p> <p>Food services are provided near or within the facilities. Food services reflect quality nutrition and accommodate personal student needs.</p> <p>Faculty and staff have a clean and comfortable break area.</p>	<p>Program facilities are well-maintained in a safe, clean, bright, aesthetically pleasing and physically accessible environment. Facilities adequately accommodate the needs of staff and students to accomplish the established goals with high quality.</p> <p>Accommodations are made for “privacy areas” for counseling and the delivery of community support services.</p> <p>Program and district leaders have adopted clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate staff to continuously improve these conditions.</p> <p>Food services are provided near or within the facilities. Food services reflect high quality nutrition and accommodate personal student needs and desires for nutrition.</p>

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			Faculty and staff have a designated clean, comfortable and inviting break area.
3. Student Services and Plans: The program is adequately resourced and provides services that support its purpose and direction to ensure success for all students, including mental health support and career planning. The program utilizes ILPAs in an effective, student-centered way. The program utilizes behavior data to guide decision making. Planning for transition to post-secondary opportunities is embedded into the program curriculum.			
3.1 Support Services-Counseling, Assessment, Referral, Educational and Career Planning Needs: The program provides and coordinates services that support the counseling, assessment, referral, educational and career planning needs of all students. The program provides and coordinates learning support services to meet the unique learning needs of students. Students are provided referrals and timely access to community agencies/support services such as mental health, public health and housing. Access to a FRYSC coordinator is supported or provided onsite.	<p>Program staff attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the program. Program staff sometimes provide or coordinate programs to meet the needs of students. Program staff rarely or never evaluate programs.</p> <p>Evidence reflects underdeveloped structures to ensure targeted attendance, social-emotional learning, child/youth development and guidance/advisement supports to students, and/or supports do not consistently align with student learning needs.</p> <p>Program staff identify special populations of students based on proficiency and/or other learning needs (such as English Learners, neurodivergent students, etc.). Program staff provide some learning support services to students within these special populations.</p>	<p>Program staff implement a process to determine and provide the counseling, assessment, referral, educational and career planning needs of all students. Measures of program effectiveness are in place, and program staff use the data from these measures to evaluate all programs.</p> <p>Structures are in place to ensure that each student has coordinated attendance, social-emotional learning, child/youth development and guidance/advisement supports that align with student learning needs.</p> <p>Program staff use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as English Learners, neurodivergent students, etc.). Program staff provide learning support services to students within these special populations.</p> <p>The program facilitates referrals to community agencies and support services for basic needs and mental</p>	<p>Program staff implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. Program staff provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and program staff use the data from these measures to regularly evaluate all programs.</p> <p>Structures are in place that personalize coordinated supports for attendance social-emotional learning, child/youth development, and guidance/advisement needs that impact students' academic and personal goals.</p> <p>Program staff 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 English Learners, neurodivergent students, etc.). Program staff provide individualized learning support services to all students.</p>

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	<p>The program does not adequately facilitate referrals to community agencies and support services for basic needs and mental health.</p>	<p>health, including plans to ensure services are accessible.</p>	<p>The program facilitates referrals to community agencies and support services for basic needs and mental health, including plans to ensure services are accessible and follow-up to ensure needs were met.</p>
<p>3.2 Effective Use of the Individual Learning Plan Addendum (ILPA): The ILPA documents the ways that a student's time in the AEP will enhance their educational experience and support them on their path towards graduation and lifelong success. Districts should maintain clear systems that allow the ILPA to be informed by, and expand upon, the students Individual Learning Plan (ILP).</p>	<p>Few or no students enrolled for more than 10 consecutive school days have an ILPA and details are limited or lacking entirely in Infinite Campus. The AEP does not identify how their services will help the students meet their goals while they are enrolled.</p> <p>The program does not have a dedicated ILPA team and no procedures for monitoring and reviewing student ILPA is evident.</p> <p>Creation and implementation of ILPAs are not part of the culture of the program.</p>	<p>All or most students enrolled for more than 10 consecutive school days have an ILPA and pertinent details are evident in IC. The ILPA describes students' academic and behavioral needs. Goals for A1 school re-entry, graduation and/or post-secondary opportunities are identified but how the AEP will provide services to help the student meet their goals while they are enrolled are only partially detailed.</p> <p>The program has an ILPA committee, but it is limited in scope. The team meets to review student ILPAs infrequently.</p> <p>ILPAs are partially integrated into the operation of the program. Most stakeholders can articulate how the ILPA is used in the program and benefits their students.</p>	<p>All students enrolled for more than 10 consecutive school days have a detailed ILPA in IC. The ILPAs include steps to support the academic and behavioral needs of individual students. Goals for A1 re-entry, graduation and/or post-secondary opportunities are well documented. How the AEP will provide services to help the student meet the outlined goals while they are enrolled in the program are fully detailed.</p> <p>The program has an ILPA committee including all defined stakeholders dedicated to the long-term success of the student. The team has an established process for regular monitoring and review of student ILPAs.</p> <p>The ILPA process is embedded into the operation of the program. All stakeholders, including faculty, staff, students, caregivers and external agencies (when applicable) can articulate how the ILPA is used in the program and benefits their students.</p>

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<p>3.3 Behavioral Interventions and Use of Behavior Data: Comprehensive and proactive intervention systems in place to address student social/emotional and behavioral needs.</p>	<p>The program is punitive in nature either through language, consequences, and/or daily structure. There is limited or no evidence of a positive behavioral intervention system. Behavior data is rarely utilized in decision making. Minimal or no communication to stakeholders is evident.</p> <p>Common expectations are not posted in the facility. Most staff and students cannot communicate expectation.</p> <p>There is little or no evidence that multi-tiered systems of support, such as Positive Behavioral Interventions and Support (PBIS) and trauma-informed practices, are utilized. Support for student social-emotional well-being is minimal. Restorative practices are rarely or never utilized.</p>	<p>The culture and climate of the program mostly reflects positive behavioral management and student discipline. There is evidence of clearly developed behavioral interventions present with sporadic implementation and data usage in the decision-making process. Processes for review and monitoring of behavior data are evident but may be inconsistent. The behavior management system is integrated into the operations of the program. Communication with some stakeholders is evident.</p> <p>Common expectations are posted in some areas of the facility. Most staff and students can communicate expectation.</p> <p>Evidence of multi-tiered systems of support, such as PBIS and trauma-informed practices, is modest. Social-emotional curriculum or lessons are chosen at the discretion of the staff and regularly offered to students. Occasional use of restorative practices is evident.</p>	<p>Program culture and climate is characterized by a positive atmosphere for behavioral management and student discipline. A behavioral intervention system is clearly developed and implemented with fidelity through a data-based decision-making process. Procedures are in place for regular review and monitoring of behavior data and areas of growth. Collective efficacy in this effort is visible and the behavior management system is an integral part of the daily functioning of the program. Clear communication with all stakeholders is evident.</p> <p>Common expectations are visibly posted throughout the facility. Students and staff can clearly communicate expectations for all common areas and classrooms.</p> <p>There is sufficient evidence that multi-tiered systems of support are in place, such as PBIS and trauma-informed practices, and a comprehensive, shared social-emotional learning curriculum and restorative practices are used consistently.</p>
<p>3.4 Post-Secondary Readiness: Individualized planning for transition to post-secondary opportunities is embedded into the program's curriculum. Plans are regularly reviewed and modified as</p>	<p>There is no or limited evidence of student educational planning beyond high school graduation to assist students in successfully transitioning students to post-secondary experiences. Staff have</p>	<p>The program has a system for post-secondary transition planning but may not be realistic or focused on the student's strengths. A plan is developed with students and staff, but consistent review is not evident.</p>	<p>Student educational planning extends beyond high school graduation to assist students with a successful transition to post-secondary experiences that is aligned with student skills and interests. A plan is</p>

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<p>needed with opportunities for reflection.</p>	<p>little to no involvement in assisting the student with post-secondary planning or no plan is developed at all during the student’s time in the AEP.</p> <p>Curriculum to help students plan for life after graduation is lacking.</p>	<p>Reflection on student growth throughout their time in the AEP is minimal or missing.</p> <p>Curriculum is inconsistent to help students plan for life after graduation and long-term transition to self-sufficiency including employment, financial stability, enrollment in post-secondary education or training, and supportive social relationships for adult life.</p>	<p>developed with students and staff and modified as appropriate as the student progresses through school and includes a reflection on growth throughout their time in the AEP.</p> <p>A clearly defined curriculum is in place to help students plan for life after high school and long-term transition to self-sufficiency including employment, financial stability, enrollment in post-secondary education or training, and supportive social relationships for adult life.</p>
<p>4. Program Staff and Professional Development: District and program use practices for hiring highly qualified certified and classified staff to meet the increased needs of alternative education students. Processes are in place for selecting, implementing and monitoring the impact of professional learning designed to meet the needs of the teachers, staff and students served by the AEP. Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>			
<p>4.1 Sufficient Staff, Instructional Time, Material Resources: Resources, professional and support staff are sufficient in the ability to support the program’s direction and purpose to provide every student with equitable and challenging learning experiences.</p>	<p>There is limited evidence that district and program leaders attempt to fill the roles and responsibilities necessary to support the program’s purpose, educational programming and continuous improvement. Sustained fiscal resources are rarely available to fund positions critical to achieve the purpose and direction of the program.</p> <p>District and program leaders spend little or no effort allocating instructional time, material resources and fiscal resources to supporting the purpose of the program.</p>	<p>District and program leaders determine the number of staff necessary to fill the roles and responsibilities necessary to support the program purpose, educational programming and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the program.</p> <p>District and program leaders demonstrate that instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the program. Instructional time is protected in policy and practice.</p>	<p>District and program leaders use a formal, systematic process to determine the number of staff necessary to fill all the roles and responsibilities necessary to support the program purpose, educational programming and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the program.</p> <p>District and program leaders measurably demonstrate that instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the program and</p>

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			supporting equitable challenging learning experiences for students. Instructional time is fiercely protected in policy and practice.
<p>4.2 Professional Development: Professional development offered by the district is accessible by AEP staff and opportunities for professional development relevant to the AEP needs are purposefully sought. Professional development is current and research based.</p>	<p>Ongoing, relevant professional development is not provided.</p>	<p>Administration ensures ongoing professional development is provided as it relates to their role in the AEP. Professional development is generic and not necessarily evidence based.</p>	<p>Administration ensures ongoing professional development is geared towards the specific needs of teachers and support staff as it relates to their role in the AEP. Professional development is current and aligned with evidence-based practices.</p>
<p>4.3 Collaborative Improvement: Staff members engage in a professional learning community (PLC) that encourages continuous improvement.</p>	<p>Staff members do not regularly engage in any PLC or common planning time. No routinely scheduled opportunities for teachers to meet to review student growth data and revise instructional practices are evident.</p> <p>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 occurs among program staff. There is no evidence that program staff value collaborative learning communities.</p>	<p>Most staff members participate in informal/unstructured PLCs that meet occasionally. Staff members promote discussion about student learning. Successes and growth areas are shared, and individual student needs are discussed. Meeting outcomes are focused on student growth goals, with some attempts to revise instructional practices.</p> <p>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 program staff. Program staff value collaborative learning communities.</p>	<p>All staff members participate in formal PLCs across grade levels and content areas meet regularly and have clearly defined goals that are data driven. Sharing successes and growth areas to cultivate an attitude of continuous improvement. Individual student needs are reviewed regularly using data.</p> <p>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 program staff members. Program staff can clearly link collaboration to improvement results in instructional practice and student performance.</p>
<p>4.4 Student Engagement: Teachers engage students in their learning through instructional strategies</p>	<p>Teachers seldom or never use instructional strategies that require student collaboration, self-</p>	<p>Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and</p>	<p>Teachers are consistent and intentional in planning and using instructional strategies that require</p>

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<p>that ensure achievement of learning expectations. Instruction is delivered in various methods and through diverse instructional materials.</p>	<p>reflection and development of critical thinking skills (including direct instruction, small groups, project-based learning, inquiry-based learning and writing prompts).</p> <p>Teachers seldom or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Instructional activities do not regularly engage students or utilize scientific equipment, musical instruments, math manipulatives and other learning tools appropriate to coursework.</p> <p>Teachers seldom or never personalize instructional strategies.</p> <p>Computer-based learning is used as the primary instructional method.</p>	<p>development of critical thinking skills (including direct instruction, small groups, project-based learning, inquiry-based learning and writing prompts).</p> <p>Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Instructional activities occasionally engage students in learning tools such as scientific equipment, musical instruments, math manipulatives and others appropriate to coursework.</p> <p>Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.</p> <p>Computer-based learning is used as a supplemental tool and rarely serves as the primary instructional method.</p>	<p>student collaboration, self-reflection, and development of critical thinking skills (including direct instruction, small groups, project-based learning, inquiry-based learning, and writing prompts).</p> <p>Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Instructional activities regularly engage students in learning tools such as scientific equipment, musical instruments, math manipulatives and others appropriate to coursework.</p> <p>Teachers personalize instructional strategies and interventions to address individual learning needs of each student.</p> <p>Computer-based learning is used as a supplemental tool and never used as the primary instructional method.</p>
<p>5. Family and Community Engagement: The culture is characterized by collaboration and a sense of community among all stakeholders. Leadership promotes collaboration among the program of origin, community and home, thereby fostering an effective learning environment for the student.</p>			
<p>5.1. Caregiver and Stakeholder Engagement: Program leadership engages caregivers and stakeholders in meaningful ways in their student's education and</p>	<p>Few or no programs that engage caregivers and stakeholders in the student's education are available. Program staff provide little relevant</p>	<p>Strategies that engage caregivers and stakeholders in the student's education are available. Program staff provide information about student learning progress.</p>	<p>Strategies implemented by the program that engage caregivers and stakeholders in meaningful ways in the student's education are designed, implemented and evaluated.</p>

Indicator	Needs Developing	Accomplished	Exemplary
<p>keeps them informed of their learning progress. Non-judgmental, solution-based approaches that incorporate caregivers as respected partners throughout the student's length of stay at the program are emphasized.</p>	<p>information about student learning progress.</p> <p>Caregivers are rarely included as partners throughout the student's length of stay.</p>	<p>When possible, caregivers are included as partners throughout the student's stay, but not consistently.</p>	<p>Program staff use multiple ways to keep caregivers informed of their student's learning progress. The program uses strategies that help caregivers overcome the language, cultural, economic and physical barriers that can limit their full participation.</p>
<p>5.2 Community Engagement: The program creates structures and mechanisms to bring community groups and caregivers of all racial, ethnic, socio-economic backgrounds, which are representative of the student body, as partners and volunteers into the program.</p>	<p>The program rarely or never invites community groups and caregivers as partners and volunteers in the program.</p> <p>There are insufficient, minimal, or no collaborative partners, such as agencies, organizations or individuals serving youth.</p>	<p>The program occasionally invites community groups and caregivers as partners and volunteers into the program.</p> <p>There is limited collaboration with agencies, organizations or individuals. There is no clear process for identifying and/or identifying stakeholders.</p>	<p>The program creates structures and mechanisms to bring community groups and caregivers of all racial, ethnic, socio-economic backgrounds that are representative of the student body as partners and volunteers into the program on a regular basis.</p> <p>There is evidence of on-going authentic partnerships between the AEP, home, community agencies, industry, government, faith-based organizations and law enforcement, based on mutual respect and collaboration are established. The partnerships are designed to enhance student engagement, improve student and program performance, and prepare students for their next transition.</p>

Rubric adapted from the following sources: Kentucky Framework for Teaching, AdvancED Standards and Indicators (including some KECSAC adaptations), National Alternative Education Association exemplary practices and indicators, and New York DOE City Program Quality Report Indicators