

**OKLAHOMA TECHNICAL ASSISTANCE CENTER (OTAC)  
STANDARDS FOR EVALUATION – 17 CRITERIA FOR ALTERNATIVE EDUCATION ACADEMIES**

<i>Criterion</i>	<i>Minimal Compliance</i>	<i>Appropriate Intervention</i>	<i>Notable Intervention</i>
<b>Intake and Screening</b>	<p>Although the program conducts intake, no screening is conducted – all referrals are accepted.</p> <p>Intake or screening conducted solely by administrators.</p> <p>Student participation is mandatory; however, an intake/screening process is employed to ensure a match between student and program.</p> <p>Most of the students are enrolled on a part-time basis (credit recovery).</p> <p>An intake/screening process is specified, but criteria ignored or circumvented.</p> <p>Student records incomplete, making intake difficult.</p> <p>“Placement” is short term.</p> <p>High number or percentage of students leave the program within the first month, suggesting an ineffective intake process.</p>	<p>An appropriate target population has been specified.</p> <p>The target population is at risk of dropping out or school failure.</p> <p>Both traditional and alternative educators are included in the intake and screening process.</p> <p>Student participation is voluntary, although some students may be assigned or placed (e.g. OJA).</p> <p>Student record review is part of the intake and screening process.</p> <p>Student records complete before screening.</p> <p>Some students may be screened out when program appears inappropriate.</p>	<p>Intake done by a committee which represents the behavioral, social and academic needs of the student. Team assesses and matches needs to services; screens out, and assists with referral for more appropriate services.</p> <p>School requires students to take “responsibility steps” as a part of the intake process.</p> <p>High retention rate early over the first month of participation.</p>

<p><b>State and Local Collaboration</b></p>	<p>Limited collaboration with other agencies, organizations, or individuals serving youth. Minimal reliance or involvement of services outside of school personnel.</p>	<p>Coordinates service delivery with other agencies or organizations. Uses available services when appropriate. Program utilizes an advisory group with representatives from service providers and community members. Incorporates on-going collaborative resources to meet the social, emotional, career awareness, and academic needs of the student. Staff participates in professional development opportunities directed toward “at-risk” youth.</p>	<p>Incorporates on-going collaborative resources and services to meet a <u>broad range</u> of student needs. The services are considered integral to the success of the alternative program. Evidence that the program incorporates individual student characteristics to help them meet graduation requirements (e.g. career tech, work study, and/or service learning). Regularly scheduled meetings of an advisory group are conducted to review program needs and service opportunities.</p>
<p><b>Individualized Instruction</b></p>	<p>Little differentiation from traditional school. Instruction is limited to only one approach (e.g. textbooks, computer-assisted instruction or packaged curricula). Instruction is individualized along only one dimension (e.g., pace).</p>	<p>Uses available resources to develop or assign work to students based on differentiated (remedial or accelerated) needs Students <u>actively</u> engaged in learning. Students make adequate progress toward graduation plan. The curriculum has appropriate rigor and is matched to the learner. Teachers use individual student data in making instructional decisions. Instruction meets the learning style needs of each student and includes opportunities for hands-on, project oriented activities.</p>	<p>Extends approaches to encompass a broad range of instructional options (experiential class instruction, <u>extended</u> technology (e.g. computer, video), arts). Each student’s curriculum is constructed individually to engage and appropriately challenge the learner.</p>

<p><b>Counseling and Social Services</b></p>	<p>Non-certified or non-licensed individual provides regularly scheduled guidance services. Counseling is available on an “as needed” basis rather than scheduled as a part of the alternative program; most students do not participate regularly.</p>	<p>Students are provided routine and scheduled access to certified and licensed counselors. Group and/or individual sessions conducted at least once every 2 weeks. Appropriately focused on the mental health needs of at-risk youth and clearly targeted to meet student academic, mental health, and family needs. Referrals to other agencies as appropriate.</p>	<p>Program offers a broad range of weekly group and individual counseling. Additional program features (e.g. home visits, parental trainings, wide range of topics addressed,) are evident. Strong collaborative partnerships to support the mental health needs of the students are evident. Favorable rapport with the counselor is indicated on student surveys and other behavioral data outcomes.</p>
<p><b>Graduation Plan</b></p>	<p>Although an individualized plan is written for every student during the intake process, it is not regularly updated as student completes course work. Students are not provided with the opportunity to enroll in a full (6-7 class periods) schedule of classes.</p>	<p>Students participate in the development of their instructional plan. Individualized plan is outlined for block, semester, trimester or year. Plan should incorporate goals for behavior factors which may have impeded the student’s success (e.g. absences, drug issues, suspensions) Students make adequate progress toward graduation, as indicated by outcomes evaluation.</p>	<p>Plan extends beyond high school graduation and assists students with a successful transition. Student options for career tech, jobs, and/or concurrent enrollment are included.</p>

<b>Life Skills</b>	Life skills instruction is limited in time allotted and/or scope. It is not used to make the learning of core content more relevant to at-risk youth.	Uses available resources to develop relevant life skills instruction for students. (e.g. everyday living skills, career exploration, guest speakers, field trips, job shadowing). Skills should be implemented to include hands-on activities. May be integrated within other coursework or may appear as an academic credit on the transcript.	Identify and address specific life-skill needs of participants. Develop innovative life skills curriculum that meets the needs of participants. Evidence of opportunities outside of the classroom to put relevant life skills into practice.
<b>Self Evaluation</b>	Student data or program director's written evaluation is incomplete or late.	Written evaluation complete and submitted on time. Student database has minimal errors and is returned to evaluator in advance of the deadline.	Pre-data submitted by requested deadline (first semester). Post-data and written evaluation are complete, accurate, and submitted by the requested deadline. Self-evaluation process utilized to make program improvements.
<b>Effective Instruction</b>	Instruction is limited to only one approach (e.g. textbooks, computer-assisted instruction or packaged curricula). Very limited opportunities for active learning. Students appear to work <u>totally</u> independently with little or no interaction with the teacher or other students. The program is a substitute for, rather than an alternative to, the traditional program. Students demonstrate little academic progress and/or insufficient improvement on key variables (GPA, attendance, suspensions, test scores, courses completed).	The curriculum has appropriate rigor and is matched to the learner. Students' individual coursework meets Oklahoma Priority Academic Student Skills (PASS) objectives. Student achievement is evidenced by Oklahoma Criterion Referenced Tests (CRT) or Oklahoma End of Instruction (EOI) assessments. Program effectiveness is evidenced by the data submitted to OTAC. Formal and informal assessments indicate students' progress toward their individual academic objectives. Interactive (cooperative) learning among students.	Student outcome data, including Oklahoma Core Curriculum Test results, show exceptional results. Authentic formal and informal assessments document students' progress toward the objectives. Assessment results are utilized to determine programming changes. Instructor(s) collaborate with each other (if applicable) and the traditional classroom teachers to align curriculum to ensure student success.

<p><b>Arts Education</b></p>	<p>Instruction in the arts <i>is only available</i> through individual student enrollment in an arts course in the traditional school, AND most students are enrolled in at least one art course.</p>	<p>Instruction in the arts <i>is provided</i> by scheduled activities specifically for the students in the alternative education program.          Instructors may include artists-in-residence, local craftsmen, and those representing other arts and humanities councils.          Instruction should be activity-based and may include a broad spectrum of offerings (e.g. visual, performing and fine arts.)          The arts are integrated within other coursework and may appear as an academic credit on the transcript.</p>	<p>The arts are infused into the alternative curriculum.          The arts are used as an instructional strategy used to expand and enrich the alternative curriculum throughout the year.          Opportunities for public presentation of student art are available (e.g., displays, art shows, performances, publication on the internet).</p>
<p><b>Designed to Serve</b></p>	<p>The district dropout rate is high and is not coming down. Serves middle school at night. Placement of pregnant girls is automatic. There are many additional at-risk students in the district(s) that are not being served by the program.</p>	<p>The duration of the intervention is typically one or more semesters. Students in the program are at much higher risk of dropping out than the general school population. The programming (counseling, life skills, student supervision, and instructional materials and methodologies) is different for middle and high school students.</p>	<p>The time offered is appropriate for the age of students. The alternative program serves students that are at high-risk to dropout, and whose needs are not met by other district services. Actively recruit appropriate students; including, former dropouts. Facilities, instructional materials, and staffing levels assure quality and demonstrate a reasonable contribution of local funds beyond the statewide allocation.</p>

## **Examples of Non-compliance**

### *Intake & Screening:*

No clear target population for the program.

Students are placed in the program on a short-term basis as a disciplinary measure.

Program serves the same purpose as ISS.

No intake and screening process.

Students assigned or all referrals are accepted.

### *Collaboration:*

No collaboration with other agencies, organizations, or individuals serving youth.

Individualized Instruction

No obvious differentiation from traditional school.

### *Counseling:*

No counseling services.

Counseling services too infrequent to make a difference (less than once every 2 weeks).

### *Graduation Plan:*

No evidence that a plan is written for each student.

### *Life Skills:*

Not evident in alternative education.

### *Self Evaluation:*

Does not turn in student data.

Does not turn in a written self-evaluation.

### *Effective Instruction:*

No obvious differentiation from traditional school.

Students left on their own to teach themselves.

Students do not demonstrate improvement.

### *Arts Education:*

Not provided in the program.

### *Designed to Serve:*

Alternative education is used in place of special education.

The program serves the same function as summer school.

Many at-risk students are under served because slots are filled with less at-risk students

Students are placed for administrative convenience (e.g., siblings, students who move in from other districts, etc.)

**The following criteria are rated as Met /Not Met**

Certified Teachers	Not Met	Met
Courses Meet Curricular Standards	Not Met	Met
Clear and Measurable Goals and Objectives	Not Met	Met
Effective Student/Teacher Ratio	Not Met = More than 15 to 1	Met
Faculty Selection	Not Met	Met
Budget	Not Met	Met
Student Participation	Not Met	Met

## Facility Checklist

<b>School Name:</b>	<b>Yes</b>	<b>No</b>
The location and arrangement of the classroom/building reflects an “opportunity” (Type I) rather than a “punishment” (Type II) intervention.		
The scheduled time of day for the program allows accessibility for students considered high risk.		
Transportation is provided to the alternative program, to classes in concurrent enrollment, and/or to career technology.		
The classroom space is adequate and appropriate for the number, the range of ages, and the individual needs of the students.		
The classroom space is both adequate and flexible enough to provide for mandated program components (e.g. counseling sessions, life skills, art, and hands-on instruction).		
The classroom/building offers appropriate technology (including internet accessibility) consistent with the technology available in the traditional school.		
The classroom/building reflects a safe and healthy environment consistent with the facilities in the traditional school.		
The classroom/building is well maintained and clean (basic maintenance and repairs).		
The classroom/building offers adequate lighting, ventilation, and temperature control consistent with the facilities in the traditional school.		
The classroom/building offers adequate space for the secure storage of a broad range of equipment and supplies.		
The classroom/building offers access to appropriate library resources consistent with the facilities in the traditional school.		
The students have access to restroom facilities consistent with the facilities in the traditional school.		
The students have access to food services (both quality and quantity) consistent with services in the traditional school.		