

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

Mission and Purpose Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• Mission statement, goals, and expectations are clearly defined and communicated to staff, parents, and students.	0	1	2
• The characteristics and needs of the student population for whom the alternative education program is designed to serve are clearly defined.	0	1	2
• Mission, goals, and expected outcomes are documented, published, and clearly visible to and embraced by staff, students, and parents.	0	1	2
• Mission is consistent with district goals and state standards.	0	1	2
• Student success is central to all management of learning across academic, behavior, vocational, social, and life skill domains.	0	1	2
• A holistic view of the student (Social, Emotional, and Academic) is the focus of the program.	0	1	2
Total		—	—

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

Leadership Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• The district provides sufficient oversight to ensure program quality in a manner that protects the autonomy of the alternative education program operations.	0	1	2
• The district provides adequate resources and financial support for planning and quality implementation of the alternative education services.	0	1	2
• The district funds ALE according to ADM funds of \$5,700 per FTE.	0	1	2
• The district allocates categorical restricted ALE funds of \$4,063 per FTE.	0	1	2
• Program administrator is competent and engaged in all aspects of program operation and management.	0	1	2
• The principal is highly visible, making frequent informal contact with students and teachers.	0	1	2
• Shared vision communicated through the program's mission, core values, and goals.	0	1	2
• Collaborative process for determining program decisions.	0	1	2
• Decisions made regarding program operation align with state legislation and local policies and procedures.	0	1	2
• Establishment of clearly articulated procedures and guidelines for staff and students to include: <ul style="list-style-type: none"> ○ Clearly defined roles and responsibilities for all teaching and non-teaching staff, ○ Annual staff development plans that include orientation, in-service training, 			

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

and coaching that address program and individual staff development needs across positive behavior support, assessment, crisis intervention, service coordination/wraparound services, effective learning/instructional strategies, and evidence-based practices or curriculums,

- Referral, screening, and intake procedures to promote timely, user-friendly access to program services,

- Procedures to collect, share, and store individual student records that promote effective placement, program services, and transition while protecting student confidentiality,

- Reliable assessment and development of individualized student plans that address academic, behavior, social, service coordination, and transition needs,

- Program discipline action plan that outlines rules/behavior expectations, actively teaches rules and behavior expectations to staff and students, recognition/reward systems that reward expected academic and behavior expectations, and correction responses to violations of rules and behavior expectations across program-wide, classroom, non-academic, and individual student systems,

- Procedures to encourage and actively engage parents/guardians as equal partners in the planning, implementation, and transition process for students,

- Procedures to build collaborative partnerships with public and private agencies such as mental health, juvenile justice, public health, advocacy agencies, child welfare, family support, judicial/legal, youth service agencies, and research/evaluation institutions,

- Crisis planning and management,

- Process and outcome evaluation to monitor student and program progress and improvement needs,

- Procedures to collect, store, and share program data ensures protection of student, parent/guardian, and staff confidential.

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2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

• Classroom observations conducted by the principal are focused on improving instruction.	0	1	2
• The principal regularly gives feedback to teachers regarding their instructional techniques.	0	1	2
• Recruitment, hiring, and training of qualified instructional and support personnel.	0	1	2
• Program organization ensures low student to teacher ratios that reflect the student needs.			
○ Student to teacher ratio of 1:15 for 7 th -12 th , w/para 1:18			
○ Student to teacher ratio of 1:10 for K-6 th , w/para 1:12	0	1	2
• Collaborates with and involves the traditional school, community, and home to foster an effective learning environment.	0	1	2
• Plans and implements strategies to maintain a safe, caring, and orderly program environment based on state and local policies, procedures, and legislation.	0	1	2
• Use of reliable data to guide instructional practices and student performance that are linked to the alternative education program's mission, goals, and objectives.	0	1	2
• Transportation, Food Services and Health Support are provided.	0	1	2
• Program operational procedures are available, appropriate, and utilized.	0	1	2
• Sufficient and appropriate resources (equipment, supplies, and curriculum materials) are available to include technology.	0	1	2
• Effective performance evaluation of administrative, teaching, and support staff.	0	1	2
Total		—	—

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

Culture and Climate (Safe and Orderly Environment) Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• Program efficiently organizes alternative education program services into effective program-wide, classroom, non-classroom, and individual student systems.	0	1	2
• Procedures are in place that actively promote student engagement.	0	1	2
• Student academic, behavior, and social improvement or achievement is the basis of program accountability.	0	1	2
• The program has a designated team of representative administrative, teaching, support, and, if possible, student representatives that strategically plans, monitors, and implements prevention and intervention strategies to address program culture.	0	1	2
• Rules and behavioral expectations exist which are written, clearly understood and accepted by staff, students, and parents and are actively taught, rewarded or recognized and monitored to guide student behavior, evaluate progress, and manage the learning experience.	0	1	2
• Discipline is viewed as a means to self-improvement and learning acceptable behavior.	0	1	2
• Students are held accountable for maintaining school rules throughout the year.	0	1	2
• Administrators support teachers in dealing with student discipline matters.	0	1	2
• School staff enforces the student rules consistently and equitably.	0	1	2
• Teachers, administrators, parents, and students share responsibility for maintaining discipline.	0	1	2
• Students are frequently rewarded or praised by faculty and staff for following school rules.	0	1	2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

• Many students are acknowledged and rewarded for academic improvements and achievements.	0	1	2
• Cultural and gender differences are accommodated and understood in order to meet student, home, and program needs.	0	1	2
• Communication of high expectations for student academics, behavior and teacher performance with opportunities for student success demonstrated on a regular basis.	0	1	2
• Teacher's base grading on students' achievement/performance rather than student behavior.	0	1	2
• Teachers believe that all students can achieve in each subject area.	0	1	2
• Teachers believe they are responsible for helping students achieve identified standards in each subject area.	0	1	2
Total		—	—

Professional Development Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• Administrators, teachers and auxiliary staff meet state licensure requirements.	0	1	2
• Focus of staff development are positive student outcomes across academic, social, behavior, life skill, vocational, and transition domains that will enhance the student's success in present and future settings.	0	1	2
• Evaluation of program content, support, and staff performance inform individual and program professional development planning.	0	1	2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

• Each staff member develops a plan to facilitate personal and professional growth.	0	1	2
• Each staff member participates in professional development for self and program improvement.	0	1	2
• Professional Development includes information related to effectively collaborating with community support services and how to connect with students and families.	0	1	2
• Professional Development reflects use of internal and external resources.	0	1	2
• Sufficient resources, such as time, substitutes and incentives, allow all staff to participate in workshops, conferences, and seminars.	0	1	2
• Opportunities are given to foster staff collaboration for ownership and reinforcement of Professional Development that lead to the three phases of the change process: initiation, implementation and institutionalization.	0	1	2
• There is a staff development program based on school goals.	0	1	2
• Follow-up assistance (materials, coaching, etc.) is provided by the administration for implementing skills learned in staff development activities.	0	1	2
		Total	—

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

Parental Involvement Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• Parental involvement is welcomed and actively recruited.	0	1	2
• Leadership assures effective communication and interaction between parents and program personnel.	0	1	2
• Parents are recognized as equal partners and involved in all decision-making levels for their child that includes but is not limited to: <ul style="list-style-type: none"> ○ Placement, ○ Assessment, development, and modification of the student's personal educational plan, ○ Functional Behavioral Assessment as needed, ○ Development, implementation, and monitoring of the student's Behavior Intervention Plan as needed, ○ Service coordination and transition planning. 	0	1	2
• Parents participate in solution-focused problem-solving for education, behavior, or service coordination issues involving their child.	0	1	2
• Parents receive regular progress reports and, if requested, consultation regarding strategies to support their child's learning and personal success.	0	1	2
• Parents have access to parent education programs sponsored by the alternative			

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

education program or community.	0	1	2
<ul style="list-style-type: none"> Confidentiality policies are enforced and privacy is provided in working with parents regarding student success and needed support services. 	0	1	2
<ul style="list-style-type: none"> Parent participation is embedded in the decision making processes of the program through site council, advisory groups, and/or evaluation. 	0	1	2
<ul style="list-style-type: none"> Parents are involved with evaluating the effectiveness of the program and providing suggestions to improve conditions for students. 	0	1	2
<ul style="list-style-type: none"> Procedures to address parent grievances in a timely manner are in place. 	0	1	2
<ul style="list-style-type: none"> Parents and/or community members are frequent volunteers. 	0	1	2
Total		—	—

Curriculum, Instruction and Opportunity to Learn Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
<ul style="list-style-type: none"> Students have an individualized plan for achievement. 	0	1	2
<ul style="list-style-type: none"> All students have access to the academic core curriculum. 	0	1	2
<ul style="list-style-type: none"> Teachers are highly qualified in the content area based on state standards. 	0	1	2
<ul style="list-style-type: none"> Teachers are competent in research-based teaching and behavior management methods for the target student population. 	0	1	2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

• Students are assessed for disabilities and provided special education or Voc 504 support in full compliance with the law.	0	1	2
• All students have opportunities to learn and/or participate in arts, health and physical education, life skills, vocational, character education and other non-core content areas.	0	1	2
• Teachers apply consistent criteria to assigning grades.	0	1	2
• The time set aside for instruction is free from interruption (i.e. intercom, messages, and assemblies, mowing).	0	1	2
• Learning activities that address all learning styles are provided.	0	1	2
• Students are engaged in learning activities from the beginning until the end of the instructional period.	0	1	2
• Students who are not achieving are given additional help in a timely manner.	0	1	2
• Teachers collaborate, plan, and review curriculum in order to eliminate and close learning gaps.	0	1	2
• Curriculum reflects evidence-based or best practice, are culturally competent, consider gender specific differences, and match the needs of the target student population.	0	1	2
• Curriculum options are available to students that assist in meeting district high school graduation or completion requirements and are linked to school-to-work opportunities.	0	1	2
• Secondary programs provide opportunities for on-the-job training, work experience, service learning, and mentorships.	0	1	2
• Technology is part of the supplemental curriculum delivery process.	0	1	2
• The needs of students related to personal, social, emotional, behavioral, career development and essential learning for transition are addressed in the curriculum.	0	1	2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

• Differentiated Instruction is provided to accommodate student learning styles, differences in ability levels, and to promote social competence.	0	1	2
• Instruction offers opportunities for individual and group delivery systems in addition to direct and indirect methods of instruction.	0	1	2
• Teachers identify and consider personal/social and other life skills for personalized planning, instructional delivery and support services for all students.	0	1	2
Total		—	—

Collaboration with Community Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• Program planning incorporates community and other support services.	0	1	2
• Partnership with community agencies facilitate integrated case management and wraparound services for students and families.	0	1	2
• Program has a community advisory board that assists in planning, resource development, and decision-making.	0	1	2
• Partnerships are designed to support and enrich the program learning environment by including the community as a resource for education, advocacy, and volunteerism.	0	1	2
• Partnerships exist with community service organizations, agencies, cultural groups, faith-based representatives, industry and businesses.	0	1	2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

<ul style="list-style-type: none"> • Collaborations with community partners are based on trust, open communication, clearly defined goals, and shared responsibility which links the program, home, and community. 	0	1	2
Total		—	—

Transition Planning and Support Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
<ul style="list-style-type: none"> • The program has partnerships in place that strengthen the link between traditional schools and the alternative education program. 	0	1	2
<ul style="list-style-type: none"> • Clear transition planning procedures are in place that address well-defined goals of the alternative education program placement, information and record sharing, and follow-up support following placement in the student's next education or vocational setting. 	0	1	2
<ul style="list-style-type: none"> • Students and families are active participants in assessment, planning, and implementation of the student's transition plans. 	0	1	2
<ul style="list-style-type: none"> • Program incorporates strategies to teach students responsible problem-solving, self-control, effective communication skills, and practice in respectful interpersonal/social interactions. 	0	1	2
<ul style="list-style-type: none"> • Students are aware of and have access to the full range of regular education curricula. 	0	1	2
<ul style="list-style-type: none"> • Program provides instruction in life skills, social competence, self-management, vocational, and recreation appropriate for the developmental and specific needs of their target student population. 	0	1	2
<ul style="list-style-type: none"> • Students are aware of and have access to work-based learning e.g. service learning, work experience, and/or career preparation. 	0	1	2
<ul style="list-style-type: none"> • Students aged 14 years or older develop and begin transition planning based upon 			

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

his or her interests, abilities, strengths, and long term goals.	0	1	2
• Curriculum options are available to students that assist in meeting graduation requirements and are linked to school-to-work opportunities.	0	1	2
• Secondary programs provide opportunities for on-the-job training, work experience, service learning, and mentorships that relate to the student’s career interests, postsecondary education plans, goals, skills, abilities, and strengths.	0	1	2
• Transition planning includes referral and timely access to community services and support such as mental health, public health, family support, housing, recreation, healthy peer activities, vocational, and youth service agencies.	0	1	2
Total		—	—

Monitoring and Assessment Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• The program administrators enforce data-driven accountability to measure achievement and identify program improvement needs.	0	1	2
• The purpose of assessments is clearly defined and communicated to the student, staff and home.	0	1	2
• Data collection procedures are clearly outlined to ensure reliable and valid assessment results.	0	1	2
• Alternative Education Program uses program-wide, staff, and student measures to monitor both program and student goals and objectives.	0	1	2
• The program implements Response to Intervention practices that utilizes continuous assessment for placement, instruction, intervention, and transition decisions.	0	1	2

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

• Teachers use multiple evaluation and assessment strategies that are reliable, frequent, rigorous, and aligned with program, curriculum, and individual student goals.	0	1	2
• Teachers use standardized, traditional, and non-traditional methods of assessment to track academic, behavior/school climate, and transition performance at both program and student levels.	0	1	2
• Assessment, curriculum, and instruction directly link to planning for accommodation of varied learning styles and multiple intelligence.	0	1	2
• Teachers use multiple assessment strategies to measure, specify, and monitor student performance.	0	1	2
• Multiple assessment measures using quantitative and qualitative methods are aligned with district-wide measures to identify student progress as prescribed by the state.	0	1	2
• Results of assessments are used to inform the student and parent(s) of progress, guide instruction, curriculum and program modifications, and plan transition support.	0	1	2
• Program develops and implements an annual comprehensive plan that aligns with the program goals and addresses the findings of process and outcome evaluation data. The comprehensive plan may include but is not limited to climate/culture, staff development, parent involvement, curriculum and instruction, community partnerships and collaboration, and parent involvement.	0	1	2
Total		—	—

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

Mental Health Services Quality Indicators:

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
• Program services include access and availability of mental health services that are integrated into the alternative setting.	0	1	2
• The program has an established collaboration between the school and the service provider with clearly outlined expectations, goals, and objectives.	0	1	2
• Teachers and mental health professionals communicate consistently about the welfare of the students to better plan and develop educational goals.	0	1	2
• Services provided within the program are of a comprehensive, wrap-around nature that includes both:			
○ Individual therapy based on the needs of each student despite SES of student,	0	1	2
○ Group therapy based on the needs of students.	0	1	2
• Mental Health Service Providers (Therapist & Counselors) are appropriately licensed.	0	1	2
• Time spent by providers with students is adequate to meet student needs.	0	1	2
Total		—	—

Alternative Learning Environment Quality Program Indicators Self-Assessment Tool

Standards and Number of Items	Partial Implementation	Implemented	Total	Total Possible	Grade
Mission and Purpose-6	_____	_____	_____	<u>12</u>	_____
Leadership-21	_____	_____	_____	<u>42</u>	_____
Culture and Climate-17	_____	_____	_____	<u>34</u>	_____
Professional Development-11	_____	_____	_____	<u>22</u>	_____
Parental Involvement-11	_____	_____	_____	<u>22</u>	_____
Curriculum, Instruction and Opportunity to Learn-20	_____	_____	_____	<u>40</u>	_____
Collaboration with Community-6	_____	_____	_____	<u>12</u>	_____
Transition Planning and Support-11	_____	_____	_____	<u>22</u>	_____
Monitoring and Assessment-12	_____	_____	_____	<u>24</u>	_____
Mental Health Services-7	_____	_____	_____	<u>14</u>	_____
School Summary Items-122	_____	_____	_____	<u>244</u>	_____

F	D	C	B	A
↓	↓	↓	↓	↓
≤145	146	170	194	219≥

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Strengths:

Areas in Need of Improvement:

Alternative Learning Environment
Quality Program Indicators Self Assessment Tool
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