
ALTERNATIVE EDUCATION

SELF-ASSESSMENT TOOL

OVERVIEW:

The Department of Elementary and Secondary Education designed this tool to be used as a self-assessment of Alternative Education programs/schools to be completed by Alternative Education program/school administrators. Part I (*pages 2-15*) of the tool includes qualitative information, Part II (*pages 16-19*) includes information on the quantitative aspects of the program/school, and Part III (*page 20*) is for general reflection on the overall program/school implementation. This self-evaluation is intended to provide insights to Alternative Education administrators on program/school strengths and areas of weaknesses, and provide the administrator a venue to write out steps to improve specific aspects of the program/school.

PART I – QUALITATIVE INFORMATION

Pages 2-13

Part I – Instructions:

Rank (using a 0 to 5 scale) the implementation of the following statements for your program or school. See below for information on the scale. The points in the scale column will automatically total. In addition, provide statements of evidence and steps for improvement for each item. The “goal/planned” column is intended for planning what your goal level of implementation is for that activity in **this school year**. The “actual” scale is for your assessment of the actual implementation level at the end of this school year.

The following are the 10 categories included in Part I of this self-evaluation: 1) Organization and Climate; 2) Students; 3) Parents/Guardians; 4) Staff; 5) Curriculum and Instruction; 6) Transitions to Careers and Higher Education; 7) Assessment; 8) Personal/Social/Life Skills; 9) Community and Social Services and 10) Facilities and Resources.

Implementation Level:

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
1) Organization and Climate		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Statements of the program or school's philosophy are documented, published, and clearly available to staff, students and parents.						
2.	The program/school philosophy is consistent with district and school goals, mission and vision.						
3.	The whole student (personal, social, emotional, intellectual, work skills, safety) is addressed in the program.						
4.	All students are held to high expectations and standards.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
1) Organization and Climate		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
5.	Individuality of each student is recognized and embraced.						
6.	District and school leaders and staff support the Alternative Education program/school.						
7.	Community members reflect ownership for and support the Alternative Education program/school.						
8.	Discipline is viewed as means to self-improvement and learning acceptable behavior.						
9.	Administrators responsible for the Alternative Education program/school actively plan and participate in establishing a quality learning experience.						
10.	The design of the program/school meets the unique needs of the students enrolled in the program (not purely a replica of another district's program).						
11.	The program/school is seen by the community or district as a positive component of the community and the school.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
1) Organization and Climate		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
12.	Students enrolled in the Alternative Education program have access to extracurricular and enrichment opportunities comparable to those offered at the middle or high school.						
13.	Information about the Alternative Education program or school is shared with middle/high schools in the district and the community in general.						
14.	Rules exist that are written, clearly understood by staff, students and parents and are applied consistently to guide student behavior, monitor progress and manage the learning experience.						
15.	Community-building activities are implemented to build relationships and trust between staff and students regarding commitment to learning.						
16.	There is a clearly defined entrance/enrollment process for the program/school - that involves teachers, guidance staff, the student and the parent/guardian.						
17.	There is a clearly defined transition/exit process for the program/school - that involves teachers, guidance staff, the student						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
1) Organization and Climate		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
	and the parent/guardian.						
18.	If the program is connected with a school, it is described in the school's program of studies or handbook.						
19.	If the program/school has additional codes of conduct, an Alternative Education program/school handbook is available.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
2) Students		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Each enrolled student chooses to participate in the Alternative Education program/school.						
2.	Each student participates in reviewing and shaping the learning environment and activities of the school.						
3.	Students have a personalized learning plan.						
4.	Students review their personalized plans on a regular basis with guidance from the staff and parent/guardian.						
5.	Student records are kept that clearly reflect student progress and are accessible to both student and parents.						
6.	Students are informed and continuously monitor their credits earned and education progress with regard to personal goals/completion/graduation.						
7.	Each student has the opportunity to experience success in his/her learning on a regular basis.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
3) Parents/Guardians		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Parents are involved in choosing the Alternative Education program/school for their child.						
2.	Parents are involved in making decisions and supporting the personalized education plan.						
3.	Parents receive information and personal contact regarding how to support their child to achieve maximum learning and personal success.						
4.	Privacy is provided in working with parents regarding student success and needed support services.						
5.	Alternative Education program / school staff update parents on a regular basis regarding student areas in need of improvement <i>and</i> student strengths.						
6.	Parents are involved with evaluating the effectiveness of the Alternative Education program/school and providing suggestions to improve conditions.						
7.	Parents are offered program/school-based parents support opportunities (i.e., parent support meetings).						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
4) Staff		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Staff freely choose to teach within the program/school and all staff have responsibility in the implementation of the Alternative Education program/school						
2.	Teachers, administrators, counselors and support staff meet state licensure requirements.						
3.	Alternative Education program/school staff are involved in the hiring decisions for new staff.						
4.	Staff meet as a team to review the Alternative Education program/school and to share responsibility to establish maximum quality.						
5.	Each staff member participates in professional development opportunities - both those specific to the Alternative Education program/school, as well as the district-wide opportunities.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
5) Curriculum & Instruction		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	There is sufficient time in the program to meet the academic needs of students.						
2.	Individualized competency-based delivery systems are provided as well as group learning to accommodate different learning styles, speeds and abilities.						
3.	Short-range goals are implemented to establish success for students, which is essential to future success.						
4.	Opportunities to connect curriculum to relevant situations are available (i.e., Community Service-Learning, work and learning opportunities).						
5.	The curriculum prepares students for life, careers and higher levels of education.						
6.	Business and industry are involved in the development, support and delivery of curriculum.						
7.	The program/school provides options to earn credits toward graduation.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
6) Transitions to Careers and Higher Education (many of these components are more prevalent at the high school level but can be adapted to fit middle school level programs/schools as well)		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Students research career fields and complete personal assessments to promote career development.						
2.	Both private and public sectors of the community/ies are engaged to provide training experiences related to entering and succeeding in future employment.						
3.	Internships, Tech Prep, career exploration, service learning opportunities, and apprenticeships and other paid work experiences are available to students.						
4.	There are opportunities to participate in high school to college transition programs/services - including organized visits to colleges.						
5.	Program/school provides opportunities to participate in community college or four-year college courses are available to students.						
6.	Students are assisted to develop personal portfolios to help transition to the workforce or higher education.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
7) Assessment		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Multiple assessments are utilized to assess student progress.						
2.	Multiple assessments are aligned with district-wide measures to allow competency-based progress reporting within the community.						
3.	Multiple assessments include standardized measures to identify students' progress as prescribed by state requirements.						
4.	Results of assessments are used to inform the students and parent/s of progress, guide instruction, modify curriculum, and provide support services to benefit the student.						
5.	Students, parents, business, and other community representatives/organizations are involved in assessments of the program/school and are involved in evaluation and decisions resulting from the assessments.						
6.	If the program/school is at the secondary level, students must meet all state (including the competency determination) and local requirements to earn a high school diploma.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
8) Personal/Social/Life Skills		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	The staff identify and consider specific personal/social and other life skills for personalized planning, instructional delivery and support services for all students.						
2.	Course content is devoted to personal/social and life skills.						
3.	Students are able to participate in extra-curricular activities, including sports and other team and/or individual activities.						
4.	Cooperative learning, team building, and other group activities are practiced to exercise the development of personal/ social behaviors important to the success of the community.						
5.	Program/school has an established plan to address student or family crises as they arise.						
6.	Accommodations for cultural differences are made to allow for personal success within the learning environment.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
9) Community & Social Services		Goal/Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	The Alternative Education program or school is planned with, meets the expectations of, and is assessed in conjunction with community members and community service organizations.						
2.	The Alternative Education program/school accommodates the delivery of support services without penalizing student success.						
3.	Personalized planning incorporates support services.						
4.	Program/school staff members are aware of a wide range of community resources, staff maintain ongoing relationships with community resources and staff are able to provide referrals (for students and/or families) to community resources when appropriate.						
5.	External resources - such as educational collaboratives, community colleges, community-based organizations and service providers - are partnered with the program/school to meet the needs and objectives.						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
10) Facilities and Resources		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
1.	Physical facilities adequately accommodate the needs of staff and students to accomplish established goals.						
2.	Adequate space is available to accommodate group activities without interfering with individualized learning.						
3.	Provisions are made for up to date technology to complement the management of learning.						
4.	Accommodations are made for "privacy areas" for counseling and the delivery of community support services.						
5.	Facilities meet state and local fire/safety regulations.						
6.	Facilities are accessible to all and meet accessibility requirements as prescribed by law.						
7.	The program/school receives a "fair share" of the district's financial, staffing and other resources and the resources are adequate to operate a quality program/school.						
8.	Food services are provided near or						

		Not Implemented	Low	Early	Partial	High	Advanced Implementation
		0	1	2	3	4	5
10) Facilities and Resources		Goal/ Planned: Scale 0 to 5	Actual: Scale 0 to 5	Evidence			Steps for Improvement
	within the facilities.						
9.	Administration and budgeting for the Alternative Education program/school complies with state and local guidelines.						

PART II – QUANTITATIVE INFORMATION

Pages 16-19

Part II - Instructions:

For each criteria type, indicate: 1) the previous school year’s number/percent; 2) the goal or planned number/percent for this school year; 3) the actual number/percent for your program/school for this school year and 4) steps for improvement for each item.

For the criteria that request a percent – the denominator should be the number of students included in the Alternative Education program/school for the school year. For example, if there are a total of 20 students in the program and 2 students received an in-school suspension, the percentage would be 10%.

1) Students (Alternative Education ONLY)		Previous School Year (if applies)	Goal/ Planned/ Expected this School Year	Actual this School Year	Steps for Improvement
1.	Total number of students served in the academic year in the Alternative Education program/school				
2.	Total capacity of program/school (maximum number of students that can be served at one time)				
3.	Number of referrals to the program				
4.	Number of students on program/school waitlist				
5.	Average daily student attendance for the program (total percent for the program that includes all participants)				
6.	Percent of students transferring (either to traditional school or a different Alternative Education program/school)				

1) Students (Alternative Education ONLY)		Previous School Year (if applies)	Goal/ Planned/ Expected this School Year	Actual this School Year	Steps for Improvement
7.	Percent of students successfully completing the program/school (percent of students that participated in program as planned)				
8.	Percent of students that will be retained in the same grade next school year as they were in this school year.				
9.	Percent of students dropping out of school				
10.	Percent of grade 10-12 students that have successfully passed the grade 10 MCAS (for grade 10-12 students ONLY)				
11.	Percent of students receiving in-school suspensions				
12.	Percent of students receiving out-of-school suspensions				
13.	Total number of students expelled				
14.	Percent of students expelled				
15.	<i>Average</i> number of credits earned per student in the most recent semester (if credit system not used, number of courses passed, or other equivalent measure).				
16.	<i>Average</i> GPA in the most recent semester (percent for the program, including all participants)				

1) Students (Alternative Education ONLY)		Previous School Year (if applies)	Goal/ Planned/ Expected this School Year	Actual this School Year	Steps for Improvement
17.	Total number of students involved in career development activities				
18.	Total number of students involved in community service-learning activities				
19.	Total number of students enrolled in dual enrollment courses.				
20.	Total number of former dropouts enrolled in the program/school				
21.	Percent of grade 12 students that earned a high school diploma				

2) Staff (Alternative Education ONLY)		Previous School Year (if applies)	Goal/ Planned/ Expected this School Year	Actual this School Year	Steps for Improvement
1.	Number of Full-Time Equivalent (FTE) staff total				
2.	Number of Full-Time Equivalent (FTE) support staff				
3.	Number of Full-Time Equivalent (FTE) teachers				
4.	Number of Full-Time Equivalent (FTE) para-professionals				
5.	Average staff to student ratio				

2) Staff (Alternative Education ONLY)		Previous School Year (if applies)	Goal/ Planned/ Expected this School Year	Actual this School Year	Steps for Improvement
6.	Average staff attendance				
7.	Percent of staff retained from the previous academic year.				

PART III – OVERALL IMPACT

Page 20

		Poor Excellent				
		1	2	3	4	5
Overall Impact		Scale Ranking 0 to 5	Description			
1.	In general, how would you rank the achievement of your program goals and objectives for this school year?					
2.	Was your school/district able to integrate the grant into existing district/school programming?					
3.	In general, how helpful was the support you received from the Massachusetts Department of Elementary and Secondary Education Student Support Unit (in terms of training, materials, resources, assistance etc.)?					
4.	In addition to the Massachusetts Department of Elementary and Secondary Education, were there other organizations, resources, books or people that provided helpful training or technical assistance to your activities during this school year?					
5.	Did your school experience any unintended or unplanned consequences that resulted from your grant implementation this school year? This includes any activities that may not have been directly funded by the grant program; but, were planned/implemented because of activities directly funded by the grant program (e.g., partnerships/collaborations, additional funding, student outcomes, student program/interventions, staff programs/professional development opportunities, etc.)					
6.	Please use this space below to share any final comments that were not already captured elsewhere in this tool related to overall program impact and plans for improved grant implementation next school year.					