ALTERNATIVE HIGH SCHOOL APPLICATION FOR APPROVAL RUBRIC
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL APPROVAL & OPPORTUNITY

NDDPI

Name of District
Name of Alternative High School

APPROVAL CRITERIA
Application will not be accepted if the program does not meet all approval criteria listed below.
☐ ****NEW SCHOOLS ONLY**** The school has completed the NDDPI School Approval process
☐ ****COOPERATIVE SCHOOL DISTRICTS ONLY**** -Copies of the agreements are attached
☐ The alternative high school operates in a separate building or is located within a school, but separate wing
☐ High school coursework leading to graduation differs from the methods of a traditional high school model.
☐ The alternative high school serves students ages 16-21.
☐ School board president and school district superintendent have provided a signature for certification.

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This rubric was developed in collaboration with North Dakota alternative high school administrators to be used by the NDDPI Office of School Approval and Opportunity when reviewing applications for districts considering operating an alternative high school. This is not a rubric to rate the quality of an alternative high school, but rather a tool that will be used to ensure that the proposed alternative high school meets the minimum requirements of components that are essential to the success of the students attending an alternative high school setting.

Applications that receive marks indicated in the "Level 1" column of this rubric will not be awarded school approval until additional information is provided and/or until the "Level 2" minimum requirements are met.

STATUS:
☐ Approved
☐ Approval Pending
☐ Not Approved - *see comments below*
COMMENTS:

Committee Members:	Date:
Director Review:	**Date**

APPLICATION APPROVAL RUBRIC

	LEVEL 1 Does not meet school design requirements	LEVEL 2 Effective program design	LEVEL 3 Highly effective program design
A.	Details do not indicate the setting, location and/or school schedule will meet the needs of students enrolled in an alternative setting	The program provides an adequate alternative environment that is sufficient to meet the needs of students enrolled in an alternative high school setting	The program provides the optimal educational environment shown to promote and achieve success of students enrolled in an alternative high school setting
Identify the setting, location, and alternative high school schedule that will be available to students.	☐ no separate setting ☐ less than 75% students' time is in the alternative ed. setting	☐ within a school, but separate wing ☐ 75% students' enrollment is in the alternative ed. setting	☐ AHS operates in separate, independent facility ☐ Facility offers adequate space to accommodate for a variety of learners' needs and personal freedom without significant intrusion ☐ The school day is tailored to meet and accommodate students' needs (flexible schedule) ☐ Students have access to a variety of electives during the school day (meets the requirements of 9 credits for diploma) ☐ 100% of student *enrollment* is in the alternative education setting

	LEVEL 1 Does not meet school design requirements	LEVEL 2 Effective program design	LEVEL 3 Highly effective program design
B.	Faculty and staff are assigned to the program because of availability or administrative convenience and not based on the proven success with students at-risk of school failure; little to no wrap-around supports and services	Staffing and services of the Alternative High School are adequate to meet the needs of enrolled students; certified/licensed specialists are available to provide a range of services to promote the social/emotional wellbeing for all students.	The Alternative High School faculty and staff are highly qualified, full-time individuals in their content specialties; the AHS employs certified/licensed specialists to provide a broad range of wrap-around services that encompass academic, career, and social-emotional wellbeing for all students.
Provide information on the staffing of the alternative high school.	☐ Inconsistent, fluctuating staff ☐ Staff to student ratio is comparable to a regular classroom setting ☐ little to no access to behavioral and/or mental health supports ☐ Lack of access to certified, highly qualified staff ☐ Staff have not received or are unaware of the strategies for dropout prevention for students ☐ No assigned administrator	☐ Certified, high-qualified teachers in the four-core academics areas ☐ Access to supports/wrap around services (digital) ☐ Access to social worker/ counselor/support staff ☐ Part-time administrator and/or administrator with shared duties ☐ Most staff have received or will receive training on research-based dropout prevention strategies for students at-risk of dropping out	☐ Four-core teachers deliver courses ☐ Full-time teaching staff ☐ Low staff to student ratio ☐ Employed full-time school counselor ☐ Full-time social worker ☐ Full-time student success staff/dropout prevention ☐ Full-time administrator ☐ Staff are trained in trauma informed and compassionate school practices

	LEVEL 1 **Does not meet school design requirements**	LEVEL 2 **Effective program design**	LEVEL 3 **Highly effective program design**
C.	There is no differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs.	Instruction includes learning activities and techniques that actively engage students. Approaches may include textbooks, packaged courses, computer assisted instruction, teacher designed curriculum, hands on activities, and project–based learning.	Program clearly offers a broad range of instructional options (ex. personalized learning, student choice, foreign language, extended technology, fine arts, STEM, CTE, etc.).
Describe the delivery model and instructional supports that will be offered.	☐ Students are assigned online coursework with no support ☐ No student differentiation ☐ No instructional supports offered other than direct instruction	☐ Class size/instructional load significantly lower than traditional high school ☐ Significant student differentiation and individualized pacing ☐ Class schedule is significantly different than a traditional school ☐ Reduced course load (number of daily classes) for students	☐ Personalized learning ☐ Students have access to their instructors throughout the day for support ☐ Students have choice from paper/pencil to online offerings that may suit their learning style ☐ Students have access to co-enroll in other programming not that may not be offered by the alternative high school (CTE, extra-curricular, art programs, etc.) ☐ ***For programs offering online instruction options:*** provides significant one-on-one individualized support from face-to-face teachers

	LEVEL 1 **Does not meet school design requirements**	LEVEL 2 **Effective program design**	LEVEL 3 **Highly effective program design**
D.	No differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs	Program provides some key elements that are different from the traditional setting (ex. course offerings, instructional delivery method, curricular materials used, scheduling, access to wrap-around services for students/families)	Program provides extensive key elements that are different from the traditional setting (ex. course offerings, instructional delivery method, curricular materials used, scheduling, access to wrap-around services for students/families)
Describe in detail what makes the alternative high school different from the traditional high school model.	☐ No significant difference between a traditional model other than a change in location	☐ Alternative delivery methods are available for most core classes that are offered ☐ Pace of instruction is student-centered to meet the individual needs of each student; working towards graduation ☐ Clear expectations for students and other members of the school community	☐ Personalized learning environment ☐ Accommodating student schedules to meet individual needs. ☐ Course completion centers around mastery of the standards ☐ Positive student and staff relationships are the foundation to student success. ☐ Student basic needs supports available to all – food, clothing, etc. ☐ SEL programming is worked into a daily/weekly schedule for ALL students