



National Career Academy Coalition (NCAC)

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Directions:

Please use this rubric as a collaborative tool with your academy team, leadership, advisory board and other stakeholders, to consider and monitor implementation of the academy. As you consider each item, consider the evidence you have, or evidence you need, to demonstrate meeting the criteria for certification.

Scores and Status

Model w/Distinction (128-130)

Model (115-127)

Certified (80-114)

In-progress (below 80)

November 2023

<p>NSOP 1. Mission and Goals. The career academy has a written mission, goals, and benchmarks. These are developed, reviewed, available, and known by the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements: connect postsecondary education and career; raise and maintain student aspirations; increase student achievement; show a commitment to equity.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Postsecondary and career connections. A career academy's aim is to prepare all students for postsecondary education and careers. Academies enable students to complete postsecondary entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence of postsecondary or career connections in the mission and goals, nor are there appropriate, time-bound, specific, measurable objectives representing this component.</p>	<p>There is evidence of postsecondary and career connections in the mission and/or goals. However, appropriate, time-bound, specific, measurable objectives representing this component are insufficient or non-existent.</p>	<p>The mission and goals clearly emphasize the strong commitment of the academy to focus on postsecondary education and career preparation. There are appropriate, time-bound, specific, measurable objectives representing this component.</p>	
<p>b. Student aspirations. An academy seeks to raise, maintain, and increase the level of students' motivation while in high school by providing a focus to the program of studies that reflects their own talents, aspirations, and interests. Continued personal awareness and exploration, along with curriculum and experiential components and extra-curricular choices, also help to provide guidance. The biggest limiting factor in many youths' future plans is not ability, but how they perceive their futures.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence of a commitment to raising or maintaining student aspirations in the mission and goals. There are not appropriate, time-bound, specific, measurable objectives representing this component.</p>	<p>The mission and goals reflect a commitment to student aspirations. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.</p>	<p>The mission and goals clearly emphasize the dedication of the academy to raise and maintain student aspirations and commitment. There are appropriate, time-bound, specific, measurable objectives representing this component.</p>	
<p>c. Student achievement. An academy provides support to all of its students to maintain and increase their achievement in high school. This support comes through close relationships with teachers and fellow students, rigorous and relevant curriculum, and experience with career and education options outside the high school, including a strong focus on personalization with a collaborative environment for all stakeholders.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence of support for increasing student achievement in the mission. There are not appropriate, time-bound, specific, measurable objectives representing this</p>	<p>The mission and goals reflect a commitment to support students in maintaining and increasing their achievement. Appropriate, time-bound, specific, measurable objectives</p>	<p>The mission and goals clearly emphasize the dedication of the academy to increase student achievement. There are appropriate, time-bound, specific, measurable objectives</p>	
<p>d. Commitment to equity. Each school ensures that the career academy intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous flexible, and equitable. The academy is equitably accessible to and serves any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic level.</p>			Evidence

0	1.55	3.1	
<p>There is no evidence of a commitment to equity in the mission and goals. There are not appropriate, time-bound, specific, measurable objectives representing this component.</p>	<p>The mission and goals reflect a focus on ensuring academy demographics represent the school population. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.</p>	<p>The mission and goals clearly emphasize the commitment to ensuring academy demographics represent the school population. There are appropriate, time-bound, specific, measurable objectives representing this component.</p>	
<p>e. Stakeholder involvement. Stakeholders involved in the career academy have developed the mission and goals. Additionally, there are clear benchmarks for assessing how the mission and goals are met.</p>			<p>Evidence</p>
0	1.55	3.1	
<p>There is no evidence of collaboration with relevant stakeholder groups in the development/review of the mission, goals, and associated benchmarks. There is also no evidence the mission and goals were communicated to, and known by, all relevant stakeholder groups. <i>(Relevant stakeholder groups include, at a minimum, academy students, parents, faculty and staff, partners, and advisory board members.)</i></p>	<p>Evidence demonstrates limited collaboration from relevant stakeholder groups in the development/review of the mission, goals, and benchmarks; AND/OR there seem to be limited efforts to make the mission, goals, and benchmarks available to, and known by, the relevant stakeholder groups. <i>(Relevant stakeholder groups include, at a minimum, academy students, parents, faculty and staff, partners, and advisory board members.)</i></p>	<p>Evidence demonstrates the mission, goals, and associated benchmarks were developed/reviewed collaboratively and included input from representatives from a range of relevant stakeholder groups. Evidence also demonstrates the mission and goals were communicated to, and are known by, all relevant stakeholder groups, not only the representatives who assisted with development. <i>(Relevant stakeholder groups include, at a minimum, academy students, parents, faculty and staff, partners, and advisory board members.)</i></p>	

<p>NSOP 2. Academy Design. An academy has a well-defined structure within the high school, reflecting its status as a small learning community.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Cross-grade articulation. The academy incorporates a two-, a three-, or an overall four-year experience, ending in the senior year, with articulation in its teacher team, curriculum, and instruction across grade levels. An introduction to the academy’s encompassing career exploration opportunities precedes the academy experience. The academy must have a clear program of study that includes a definitive course sequence.</p>			Evidence
0	1.55	3.1	
<p>The academy incorporates two+ grade levels. Articulation across grade levels is limited or non-existent within the teacher team, curriculum, and instruction. The degree to which sequencing is realized is not evident in the master schedule, use of common planning time, nor course sequence in the Program of Study for each pathway within the academy.</p>	<p>The academy incorporates two+ grade levels, including 12th grade. Across all grade levels, there is sequencing within the teacher team, curriculum, and instruction. The degree to which sequencing is realized is not evident in the master schedule, use of common planning time, and/or course sequence in the Program of Study for each pathway within the academy.</p>	<p>The academy incorporates 3 + grade levels, including 12th grade. Across all grade levels, there is sequencing within the curriculum, and instruction. A clear focus on articulation across content areas, including CTE, is evident in the master schedule, use of common planning time, and course sequence (core and CTE) in the written Program of Studies for each pathway within the academy.</p>	Evidence
<p>b. Student selection. Entry into the academy is voluntary and accessible to every student. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy based upon their own talents, aspirations, and interests. Parents or guardians participate in this process and approve of the choice made by their son or daughter. Academy enrollment reflects the general high school population, including students with disabilities and English language learners.</p>			
0	1.55	3.1	Evidence
<p>There is not a clear, systematic process of informing students (including transfers) about the academies in the school and the process of enrollment and selection. Student academy selection is largely arbitrary. Only a portion (“of convenience”) of the students are informed of the process of academy choice and enrollment. Parents generally do not participate in the academy enrollment process. The distribution of demographics (e.g., gender, race, eligibility for FARL, exceptional education status, ELL, prior academic achievement) within the academy is not reflective of the entire school population, for more than two demographic characteristics.</p>	<p>Students (including transfers) are given at least one opportunity to learn about the academies in the school and the process of enrollment and selection. Student academy selection is largely voluntary. Most students are informed of the process of academy choice and enrollment. Parents are given an opportunity to participate in the academy enrollment process, but generally do not. The distribution of demographics (e.g., gender, race, eligibility for FARL, exceptional education status, ELL, prior academic achievement) within the academy is largely reflective of the entire school population, with the exception of no more than two demographic characteristics.</p>	<p>Students (including transfers) are given multiple opportunities to learn about the academies in the school and the process of enrollment and selection. Student academy selection is entirely voluntary. Students are well-informed about the process of academy choice and enrollment. All parents are given a clear opportunity to participate in the academy enrollment process. The distribution of demographics (e.g., gender, race, eligibility for FARL, exceptional education status, ELL, prior academic achievement) within the academy mirrors that of the school.</p>	

<p>c. Academy scheduling. Academy classes consist of academy students who take a series of classes together each year. The academy students take a minimum of two core academic and one CTE/career themed courses per grade level with at least 80% of the enrollment in these courses being academy students.</p>			Evidence
0	1.55	3.1	
<p>Academy classes are generally open to any student in the school, and enrollment of academy students is arbitrary. Students within the academy do not necessarily share classes with other students in the academy. Less than 45% of students in academy classes are academy students.</p>	<p>Academy classes are generally open to only academy students, but some non-academy students are enrolled in the classes. Students within the academy share at least at least two core academic and one CTE/career themed class with other students in the academy. Approximately 45-79% of the students within an academy class are academy students.</p>	<p>Academy classes are open primarily to academy students, with enrollment of non-academy students when available. Students within the academy share at least three core academic and one CTE/career themed class with other students in the academy . At least 80% of the students within an academy class are academy students</p>	
<p>d. Physical space. Where possible, both academic and career and technical (CTE)/career theme academy classrooms are near each other in the high school building. Rooms allow for flexible configurations required by project-based learning.</p>			Evidence
0	1.55	3.1	
<p>The physical space of the academy team is not evident. There is not a specific physical designation of the academy in the school. None of the classrooms allow for flexible configurations and collaboration among students, nor are they conducive to project-based learning.</p>	<p>The physical space of the academy team is limited, with approximately half of the academy classrooms (interdisciplinary core and career themed classes) located in a single contiguous space. It is unclear why certain academy classrooms are not located within the designated academy area; the impact of the location of the academy classrooms is unclear. Approximately half of the classrooms allow for flexible configurations and student collaboration, and are conducive to project-based learning.</p>	<p>The physical space of the academy is evident, with almost all academy classrooms (interdisciplinary core and career themed classes) located in a single contiguous space. Communication and collaboration among the academy team are enhanced by the physical layout of the academy. The rationale for academy classrooms located outside of the designated academy area is clear and does not prohibit collaboration. All classroom spaces allow for flexible configurations for student collaboration and project-based learning.</p>	
<p>e. Small size, supportive atmosphere. The academy maintains personalization through limited size, academy staff teamwork (including counselors, librarian/media specialists, academy-based administrators, and other support staff), and a supportive atmosphere.</p>			Evidence
0	1.55	3.1	

<p>The academy is composed of a team of faculty representing core academic and career themed disciplines who work less than 50% of their classes with academy students. There is no formalized process or structure to offer individual support for academy students. Neither academy students nor staff identify themselves with the academy or the academy team.</p>	<p>The academy is composed of a team of faculty representing both core academic and career themed disciplines who work at least 50% of their classes with academy students. There is limited involvement of counselor(s), media specialists, academy-based administrators, and/or other support staff within the team. There is a process or structure to offer individual-level support for academy students, but it is not formalized or institutionalized. The academy team utilizes its small size to provide individual supports to academy students and maintain an atmosphere where students feel supported. The sense of belonging within the academy is not evident among academy students and the academy team of teachers.</p>	<p>The academy is composed of a team of faculty representing multiple core academic and career themed disciplines who work primarily with academy students. The academy teamwork is supported by counselor(s), media specialists, academy-based administrators, and/or other support staff. Embedded within the academy is a formal, institutionalized process to offer individual-level support for academy students. It is evident academy students and teacher team members feel a sense of belonging within the academy and identify themselves specifically with the academy.</p>	
<p>f. Academy design planning. There is ample opportunity for the academy staff, advisory board, and others to plan the academy together. The ideal time is during the school day.</p>			<p style="text-align: center;">Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence of a regularly scheduled time during the regular school day for academy team planning; nor is it evident that such time is intentionally set aside for academy team planning or planning with partners or the advisory board.</p>	<p>It is evident some of the academy faculty and staff members share time during the regular school day that could be available for academy team planning among themselves, and with external partners or the advisory board.</p>	<p>It is evident the schedules of all academy faculty and staff members offer time during the regular school day for the team to participate in academy common team planning among themselves, with external partners, and with the advisory board.</p>	

<p>NSOP 3. Host Community and High School. Career academies exist in a variety of district and high school contexts, which are important determinants of an academy’s success.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Support from the Board of Education and Superintendent. Academies are an integral part of the high school improvement strategy for the district and school choice options. The district Board of Education is aware of the academy and its mission and goals, and is on public record in support. Likewise, the Superintendent publicly endorses the academy and offers active support. Both serve as academy liaisons to the broader community and encourage coordination of similar academies across the district.</p>			Evidence
0	1.55	3.1	
<p>The Board of Education or Superintendent/Director is aware of academies in the high schools and is on public record in support of the initiative. However, there is no indication that academies are an integral part of improvement strategies for the district. Evidence of active support is lacking. Evidence of coordination of similar academies across the district is not present.</p>	<p>Members of the Board of Education or the Superintendent/Director have participated in academy-specific activities, e.g., open houses, Advisory Board meetings, or academy partner recruitment. At least one member or the Superintendent/Director is aware of the academy’s functioning, partners, activities, mission, and goals.</p>	<p>The academy can rely on at least one member of the Board of Education and the Superintendent/Director to serve as an academy supporter. The academy can call on them to participate in specific events, garner support for this specific academy, and/or represent the academy in other community and/or district meetings. Implementation of academies as an intentional strategy for increasing postsecondary and career readiness, with the potential for growth across the district, is evident.</p>	
<p>b. Support from the principal and high school administration. Academies are an integral part of the school improvement strategy. The high school principal and other administrators are knowledgeable about the academy, advocate for it publicly, and are actively involved in its funding, staffing, and support. They contribute to a positive academy profile within the high school.</p>			Evidence
0	1.55	3.1	
<p>The Principal and administration are knowledgeable about the academy but do not embrace the academy or academy model as a defining characteristic of the high school. There is no academy-specific principal.</p>	<p>The Principal and administration are knowledgeable about and support the academy, and embrace the academy and academy model as a defining characteristic of the high school. There is an academy-specific principal that is knowledgeable about the academy activities, functioning, partners, mission, and goals.</p>	<p>There is documentation that the Principal fully supports the academy through advocacy, staffing, scheduling, and other support, with a commitment to the academy model as a defining characteristic of the high school. There is an academy-specific principal instrumental to the overall and daily planning, functioning, and monitoring of the academy.</p>	
<p>c. Adequate funding, facilities, equipment, and materials. District and high school administrative support results in appropriate academy scheduling, adequate academy funding, facilities, equipment, and learning materials. Support also advances opportunities for career and technical training. These reflect a serious commitment from the community, district, and high school to the success of the academy.</p>			Evidence
0	1.55	3.1	

NSOP 3

<p>The academy identifies substantial resource needs (scheduling, funding, facilities, equipment, or materials) that cannot be addressed with existing plans or actions. These result in barriers to supportive programming, and career or technical training and to the general overall functioning of a career academy</p>	<p>The academy has unmet needs, resulting in barriers to supportive programming, and career or technical training. Academy leadership has identified realistic ways to address a substantial portion of the unmet needs, with high likelihood of success. Continued support is needed to expand for the academy to reach its full potential.</p>	<p>Adequate scheduling, funding, facilities, equipment, and materials have resulted in supportive programming, internships, and career and technical learning. The district and high school administration have provided the needed support for the academy.</p>	
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<p>NSOP 4. Faculty and Staff. Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy's success.</p>			<p>Evidence to include in NSOP Documentation Folders</p>
<p>a. Teacher Leader(s)/Coordinators. One teacher (sometimes two) and a dedicated school administrator take the lead, serving as the Academy Coordinators. They attend advisory board meetings, interact with school administrators and board members, manage the budget, help coordinate teacher professional development, and coordinate employer, postsecondary education, and parental involvement. Release time and/or a stipend may be provided for this role.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is either not a teacher team leader/coordinator, or not a dedicated school administrator for the academy. Policies related to release time and/or stipend for the teacher team leader are unclear. The leader/coordinator or the administrator participate in only a few of the activities listed: attends advisory board meetings, interacts with administrators and board members, manages the academy budget, helps coordinate team professional development, helps coordinate employer, higher education, parent, and student involvement.</p>	<p>There is at least one teacher who serves as the academy leader and a dedicated administrator. Their roles are unclear. Reimbursement of time or stipend for the role of team leader is not evident. They participate in approximately half of the activities listed: attends advisory board meetings, interacts with administrators and board members, manages the academy budget, helps coordinate team professional development, helps coordinate employer, higher education, parent, and student involvement.</p>	<p>There is a strong team leader/coordinator for the academy who receives release time and/or stipend for the role, and a dedicated administrator is assigned to the academy. The leader/coordinator and the academy administrator participate in all of the activities listed: attends advisory board meetings, interacts with administrators and board members, manages the academy budget, helps coordinate team professional development, helps coordinate employer, higher education, parent, and student involvement.</p>	<p>Evidence</p>
<p>b. Academy staff. Academy staff are credentialed in their fields, work in the academy, and are committed to its mission and goals. Since a career academy's success rests on effective teaching and teamwork among a cross disciplinary group of staff, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the academy, work together as a team, and teach a majority of their classes in the academy. The academy staff design instruction and curriculum around a career academy theme and cooperatively share the duties of operating an academy.</p>			
<p>0</p>	<p>1.55</p>	<p>3.1</p>	

NSOP 4

<p>Less than half of the academy team members report they willingly became involved in the academy. Evidence indicates some did not have a choice and were assigned to the academy. Teachers within the academy teach less than half of their classes within the academy. Less than half the team members have relevant credentials for their roles as core academic, CTE/themed, administrative, or support positions. It is evident most academy team members do not understand or support the philosophy and purpose of the academy. Less than half of the team members work cooperatively as a team, sharing duties of operating an academy.</p>	<p>Most team members report they volunteered and willingly became involved in the academy. Teachers within the academy teach less than 50% or less of their classes (or students) within the academy. Most of the team members have relevant credentials in their roles as core academic, CTE/themed, administrative, or support roles. Not all academy team members understand or support the philosophy and purpose of the academy. It is evident approximately half of the team members work cooperatively, sharing duties of operating an academy.</p>	<p>All team members report they volunteered or willingly became involved in the academy. Teachers within the academy teach a majority (more than 50%) of their classes within the academy. Team members have relevant credentials in their roles as core academic, CTE/themed, administrative, or support roles. It is evident all of the academy team members understand and support the philosophy and purpose of the academy model, and work cooperatively, sharing duties of operating an academy.</p>	
<p>c. Support from the counselors, non-academy teachers, and classified staff. Counselors are members of the academy team, are well versed in the theme of their dedicated academy, and are experts in supporting postsecondary and career opportunities within the academy theme. They understand the need for academy scheduling and ensure academy students are scheduled appropriately. Non-academy staff are also important to its operation. They understand the value of the academy and help in recruiting students for the academy and providing departmental support. Classified staff help support the academy facilities, equipment, and learning materials.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Counselor(s) do not have a strong understanding of academy scheduling, the value of the academy, or the critical role of a counselor. The counselors, non-academy teachers, and classified staff are unfamiliar with the academy and the academy model. Counselors are not specifically assigned to students by academy. Counselors do not provide postsecondary and career planning student support specific to the academy theme.</p>	<p>Counselors are supportive of the academy, but there is no evidence of their academy support in providing students counseling in postsecondary and career readiness specific to the career academy theme, and/or in their thorough understanding of academy scheduling. Academy counselor(s) work with academy students and other students in the school. The counselors, non-academy teachers, and classified staff are familiar with the academy, and may offer some informal support for daily operations of the academy structure.</p>	<p>Counselor(s) are intentionally assigned to this academy and there is evidence of their academy support in providing students counseling in postsecondary and career planning specific to the academy theme, and in their thorough understanding of academy scheduling. Academy counselor(s) work primarily with academy students, but may also have non-academy students if needed for counseling numbers. The counselors, non-academy teachers, and classified staff are knowledgeable about the academy, and are structured to offer specific support for daily operations and maintaining the academy structure within the school.</p>	

<p>NSOP 5. Professional Development and Continuous Learning. Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Common planning time. The site administrator ensures that academy staff are provided common planning time within the high school schedule for purposes of program coordination, curricular integration, business involvement, and resolution of student challenges.</p>			Evidence
0	1.55	3.1	
<p>Less than half of the teachers identified as being part of the academy team have common planning in their schedules. There is no evidence showing this time is used for program coordination, curricular integration, and/or resolution of student problems. There is no evidence or evidence shows that less than half of the academy team members participate in weekly common planning on a consistent basis.</p>	<p>At least half of the teachers identified as being part of the academy team have common planning time weekly. Evidence shows this time is used predominantly for program coordination, curricular integration, and/or resolution of student problems, and indicates that at least half of the academy team members participate in weekly common planning on a consistent basis.</p>	<p>Intentional scheduling of common planning is evident in the master school schedule -- all teachers identified as being part of the academy team have common planning time weekly. Evidence shows this time is used for program coordination, curricular integration, and resolution of student problems, and indicates all of the academy team consistently participate in the common planning on a weekly basis.</p>	Evidence
<p>b. Professional development. Experts from outside the high school provide academy staff with training in the academy structure, project-based learning, performance assessment, curricular integration, student support, employer involvement, and other relevant academy specific professional development.</p>			
0	1.55	3.1	Evidence
<p>Evidence indicates inadequate training in the academy structure, (NSOP), project-based learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant academy specific professional development for at least half of the team members. Self-report by at least half of the team members indicate inadequate training in the academy structure, (NSOP), project-based learning, student performance assessment, curricular integration, student support, and employer involvement. There is no plan to on-board and provide this professional development for new academy team members.</p>	<p>Evidence indicates adequate training in the academy structure, project-based learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant academy specific professional development for at least half of the academy team members. Self-report by at least half of the team members indicates adequate training in the academy structure (NSOP), project-based learning, student performance assessment, curricular integration, student support, and employer involvement. There is a plan to on-board and provide professional development for new academy team members, but it has not been implemented.</p>	<p>Evidence indicates adequate training in the academy structure (NSOP), project-based learning, student performance assessment, curricular integration, student support, and employer involvement. Self-report by all team members indicates adequate training in the academy structure, project based-learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant academy specific professional development. A formal plan has been implemented to on-board and provide the necessary professional development for new academy team members.</p>	
<p>c. Volunteer orientation. Business, community, and postsecondary volunteers are adequately prepared for their roles as speakers, field experience hosts, mentors, internship supervisors, and other volunteer activities in the academy. This may include orientation and/or written guidelines.</p>			Evidence

NSOP 5

0	1.55	3	
<p>Less than half of the external volunteers and advisory board members report they were adequately prepared for their roles as speakers, field trip hosts, mentors, internship supervisors, and other volunteer activities in the academy. Less than half of external volunteers report they received a formal orientation. There is no evidence of parent, business, community, and postsecondary volunteers and their volunteer activities within the academy</p>	<p>At least half of the external volunteers and advisory board members report they were adequately prepared for their roles as speakers, field trip hosts, mentors, internship supervisors, and other volunteer activities in the academy. At least half of external volunteers report they received a formal orientation. There is limited evidence of parent, business, community, and postsecondary volunteers and their volunteer activities within the academy.</p>	<p>All of the external volunteers and advisory board members report they were adequately prepared for their roles as speakers, field trip hosts, mentors and internship supervisors, and other volunteer activities in the academy. All of the external volunteers report they received an orientation. There is evidence of business, community, and postsecondary volunteers and their volunteer activities within the academy.</p>	

NSOP 6. Governance and Leadership. The academy has a governing structure that incorporates the views of all stakeholders and the leaders of the advisory board.			Evidence to include in NSOP Documentation Folders
a. Network of support. The academy is connected to an advisory board at the school level or the district level and has industry representation and a voice for each academy pathway. It has members from the district and high school administration, academy staff, employers, and postsecondary education. It may also include community representatives, academy parents, and students. Persons from the academy industry are heavily represented. The board incorporates viewpoints from all members.			Evidence
0	1.55	3.1	
The Advisory Board for the academy includes members from at least the following categories: district and/or high school administration, and supporting employers. Less than 50% of the Board members represent academy related industries for each pathway program of study. There is no evidence to support incorporation of viewpoints of members of the board in academy decision-making.	The Advisory Board for the academy includes members from at least the following categories: high school administration, academy teaching staff, supporting employers and institutions of higher education. Less than 50% of the Board members represent academy related industries for each pathway program of study. It is evident the board respects the viewpoints of most members of in academy decision-making.	The Advisory Board for the academy includes members from each of the following categories: district and high school administration, academy teaching staff, supporting employers for each program of study within the academy, postsecondary institutions, community representatives, and academy parents and students. At least 50% of the Board members represent academy related industries from each pathway program of study. Evidence indicates the board respects viewpoints from all of the members in academy decision-making.	
b. Regular meetings. Meetings of the advisory board are held at least quarterly, with defined agendas, outcomes, and meeting minutes. The advisory board helps to set policies for the academy. It also serves as a center of resource development.			Evidence
0	1.55	3.1	
The advisory board meets no more than once a year. Written agendas and outcomes do not exist and/or do not align with the academy mission, goals, and benchmarks. Defined roles of the board in policy making and resource development are not evident.	The advisory board meets no more than twice a year. Written agendas and outcomes exist but are not sufficiently aligned with the academy mission, goals, and benchmarks. Defined roles of the board in policy making and resource development for the academy are unclear.	The advisory board meets at least quarterly, with clearly articulated agendas and outcomes aligned with the academy mission, goals, and benchmarks. Defined roles of the board in policy making and resource development are evident.	
c. A productive partnership. There is evidence of a partnership between the academy/high school and its host community. There is a set of By-laws and/or a memorandum of understanding (MOU) that clearly defines all roles.			Evidence
0	1.55	3.1	

<p>There is no evidence of a partnership between the academy advisory board, postsecondary, and community partners, but it is in the planning stages.</p>	<p>It is evident there is a developing partnership between the academy advisory board, postsecondary, and community partners. By-laws and/or MOUs include vague definitions of roles. The chair/co-chair is not a business or postsecondary partner.</p>	<p>It is evident there is a productive relationship between the academy and the advisory board, postsecondary, and community partners. By-laws and/or MOUs clearly define roles of the advisory board members. The chair/co-chair of the advisory board is a business or postsecondary partner.</p>	
<p>d. A student voice. Students have avenues through which they can provide input to the academy policies and practices, thus providing opportunities for student leadership such as through Career and Technical Student Organizations (CTSOs).</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence academy students provide input to academy-specific policies and practices. Opportunities for student leadership are limited to no more than 5% of academy students, through avenues such as the academy advisory board, focus groups, organized student government, CTSOs, and/or leadership roles in co- and extra-curricular school based activities.</p>	<p>There is limited evidence academy students provide input to academy policies and practices. Between 5% and 25% of the academy students participate in student leadership through avenues such as the academy advisory board, focus groups, organized student government, CTSOs, and/or leadership roles in co- and extra-curricular school based activities.</p>	<p>It is evident student voice is important, and students provide input to the academy policies and practices. Additionally, at least 25% of academy students participate in student leadership, through avenues such as the academy advisory board, focus groups, organized student government, CTSOs, and/or leadership roles in co- and extra-curricular school based activities.</p>	

<p>NSOP 7. Teaching and Learning. The teaching and learning within an academy meet or exceed external standards and postsecondary entrance requirements while differing from a comprehensive high school by focusing learning around a career theme.</p>			Evidence to include in NSOP Documentation Folders
<p>a. External standards. The academic curriculum is framed around national standards, or approved state standards. The career and postsecondary curriculum is framed around national, state, postsecondary, Common Career Technical Core, and/or career readiness standards.</p>			Evidence
0	1.55	3.1	
<p>The academic curriculum within the academy is framed around approved state standards and/or national standards. Alignment with industry standards related to the career focus of the academy is limited to the CTE/career themed courses. There is no evidence of industry certifications and/or dual credit options.</p>	<p>The academic curriculum within the academy is framed around approved state standards and/or national standards. In some academy courses, in addition to CTE/career themed courses, curriculum and instruction are aligned with industry standards related to the career focus of the academy. The academy team is exploring industry certifications and/or dual credit options.</p>	<p>The academic curriculum within the academy is framed around approved state standards and/or national standards. In all academy courses, curriculum and instruction are aligned with industry standards related to the career focus of the academy. There are opportunities open to all academy students for board-approved industry certifications and dual credit options.</p>	
<p>b. Rigorous learning. Coursework reaches high levels of English and mathematics, in addition to substantial coursework in science, social studies, and career and technical education. All graduates are qualified to attend a full range of postsecondary education options without the need for remediation because they have mastered curriculum that meets postsecondary entrance requirements.</p>			Evidence
0	1.55	3.1	
<p>The Program of Study and/or school-/district-level policies does not demonstrate the requirement of multiple years of English and math, science and social studies and CTE coursework. Less than 50% of the graduates of the academy are qualified to attend two- or four-year colleges, technical centers, technical colleges, or the military, or other identified postsecondary training (e.g., apprenticeships), as evidenced by their graduation standards and entrance requirements, without the need for remediation.</p>	<p>The Program of Study and/or school-/district-level policies demonstrates the requirement of multiple years of English and math, science and social studies and coursework in CTE. At least 50% of the graduates of the academy are qualified to attend two- or four-year colleges, technical centers, technical colleges, or the military, or other identified postsecondary training (e.g., apprenticeships), as evidenced by their graduation standards and entrance requirements, without the need for remediation.</p>	<p>The Program of Study and/or school-/district-level policies demonstrate a requirement of four years of English and math, and at least three years of science, social studies, and coursework in CTE. At least 75% of the graduates of the academy are qualified to attend two- or four-year colleges, technical centers, technical colleges, or the military, or other identified postsecondary training (e.g., apprenticeships), as evidenced by their graduation standards and postsecondary entrance requirements, without the need for remediation.</p>	
<p>c. Sequenced, integrated, and relevant curriculum. Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/theme class each year. Curriculum is integrated among the academic classes and between these and the career class. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology and 21st Century Skills, and includes authentic project-based learning.</p>			Evidence

0	1.55	3.1	
<p>Integration, sequencing, and/or relevance of the curriculum are not intentional goals of instruction in core academic and career themed classes. The Program of Study does not show sequencing of theme-related classes nor core subjects over the years. Project-based learning is not evident. There is no evidence of integration of academy themes in core academic subjects. The use of career pathway specific technology is not incorporated into teaching and learning.</p>	<p>Integration, sequencing, and/or relevance of the curriculum are intentional goals in most core academic and career themed classes. The Program of Study shows sequencing in some of the career themed classes and core academic subjects over the years. Project-based learning is not embedded on a regular basis in core academic and career themed classes. There is evidence of some integration of academy themes in core academic subjects. The use of career pathway specific technology is not incorporated into the teaching and learning on a consistent basis.</p>	<p>Integration, sequencing, and relevance of the curriculum are intentional goals of instruction in all academy core academic and career themed classes. The Program of Study illustrates sequencing of career themed classes and core subjects over the years. Project-based learning is embedded into learning on a regular basis in core academic and career themed classes. There is ongoing, daily integration of academy themes and core academic subjects. The use of career pathway specific technology is incorporated into the teaching and learning on a consistent basis.</p>	
<p>d. Postsecondary planning. Students have access to career and postsecondary information, are provided guidance and advisement in these areas, and begin a post-graduate multi-year plan during their sophomore year, which will be reviewed and refined each semester. The plans begin with goals that each student sets, which become an ongoing personalized learning plan. Progress on this plan is reviewed by the student as well as parents/guardians, counselors, and advisors.</p>			<p>Evidence</p>
0	1.55	3.1	
<p>By the end of the junior year, less than half of academy students have a personalized multi-year plan bridging secondary to postsecondary and careers. Counseling of students that includes career and postsecondary information is not evident. There is no process in which the plans are reviewed.</p>	<p>By the end of their junior year, at least half of the students have a personalized multi-year plan bridging secondary to postsecondary and careers. Counseling of students includes career and postsecondary information for some academy students through individual, group, and parent inclusive sessions. There is an informal process for students to review their on-going personalized learning plans at least annually.</p>	<p>By the end of their junior year, all students have a personalized multi-year plan bridging secondary to postsecondary and careers. Counseling of students includes career and postsecondary information for all academy students through individual, group, and parent inclusive sessions. There is a clear process for students to review their on-going personalized learning plans with people in advisory roles at least annually, and the students “own” their plans.</p>	
<p>e. Dual credit options. Options for postsecondary credit exist in a variety of ways and may include articulation agreements, dual credit and/or college credit for upper grades, concurrent credit, transcribed credit, Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education, and other relevant postsecondary program credit. The academy upper level curriculum articulates to relevant postsecondary programs.</p>			<p>Evidence</p>
0	1.55	3.1	

<p>Early postsecondary opportunities are limited. There is no evidence the academy upper level curriculum articulates to relevant postsecondary programs. Less than 25% of the academy students participate in opportunities for postsecondary credit (e.g., dual enrollment, dual credit, AP, IB, AICE, and other relevant postsecondary programs).</p>	<p>Early postsecondary credit opportunities are available. The academy upper level curriculum articulates to relevant postsecondary programs. At least 25% of the academy students participate in opportunities for postsecondary credit (e.g., dual enrollment, dual credit, AP, IB, AICE, and other relevant postsecondary programs).</p>	<p>Early postsecondary credit opportunities are available. The academy upper-level curriculum articulates to relevant postsecondary programs. At least 50% of the academy students participate in opportunities for postsecondary credit (e.g., dual enrollment, dual credit, AP, IB, AICE, and other relevant postsecondary programs).</p>	
<p>f. Development of a portfolio. The student portfolio is created and sustained throughout the academy experience.</p>			<p style="text-align: center;">Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of academy seniors will graduate with a portable portfolio. There is limited opportunity for academy students to develop a portfolio representing what they have learned. There is no evidence portfolio development is an expectation for all students in the academy.</p>	<p>At least 50% of academy seniors graduate with a portable portfolio developed through the high school experience. There is some work involving development of student portfolios, but it is not sustained throughout the academy experience.</p>	<p>All academy seniors graduate with a portable portfolio developed throughout the high school experience. The portfolio reflects what they have learned over their years in the academy, and includes a resume and other pertinent information and artifacts.</p>	
<p>g. Participation in a capstone project. The senior year capstone project is reflective of the academy in which students are participating.</p>			<p style="text-align: center;">Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of seniors participate in a capstone experience. There is no expectation for the capstone project to reflect the academy theme. There is no process for presentations or feedback from industry and postsecondary experts.</p>	<p>At least 50% of seniors participate in a capstone experience. The capstone project reflects the academy theme. There is no formal process for capstone project presentations and/or feedback from industry and postsecondary experts.</p>	<p>All academy seniors participate in a well-developed, structured capstone experience (e.g., business/virtual enterprise, community service, innovation in product design/development, internship, leadership project, research project, service learning, work-based learning, etc.) The capstone experience reflects the academy theme. A panel of industry and postsecondary experts provide feedback on students' capstone presentations.</p>	

NSOP 8. Employer, Postsecondary Education, and Community Involvement. A career academy links high school to its host community and involves members of the employer, postsecondary education, and civic community in certain aspects of its operation.			Evidence to include in NSOP Documentation Folders
a. Local industry/economic needs. The academy career field is selected to align with the economic and workforce development needs of the community and state. This will ensure that there is adequate preparation of the future workforce and that there are sufficient opportunities for persons currently in this field to be engaged in the academy.			Evidence
0	1.55	3	
Less than half of the academy pathways are aligned with the community industries, economic, and workforce needs. There is sufficient employer base to allow for adequate involvement of volunteers (business and postsecondary partners, advisory board members, etc.) in less than half of the academy pathways.	Most academy pathways are aligned with the community industries, economic, and workforce needs. There is a sufficient employer base to allow for adequate involvement of volunteers (business and postsecondary partners, advisory board members, etc.) in most academy pathways.	The academy is aligned with the community industries, economic, and workforce needs. There is a sufficient employer base to allow for adequate involvement of volunteers (business and postsecondary partners, advisory board members, etc.) in the academy.	
b. Community involvement. Representatives of employers, postsecondary education, and the community help guide the academy's curriculum, and provide experiential components such as guest speakers, real-world projects, field experience sites, shadowing opportunities, mentors, student internships, community service opportunities, college and other post-secondary education tours, and teacher externships.			Evidence
0	1.55	3.1	
The academy has minimal partners (employers, higher education, community representatives) who provide 1-2 of the following resources: <ul style="list-style-type: none"> • classroom or academy speakers • field trip/extended learning • job-shadowing opportunities • mentors • student internships • community service opportunities • college tours • teacher externships 	The academy has external partners (employers, higher education, community representatives) who provide at least half of the following resources: <ul style="list-style-type: none"> • classroom or academy speakers • field trip/extended learning • job-shadowing opportunities • mentors • student internships • community service opportunities • college tours • teacher externships 	All of the following resources or activities is provided by at least one external partner (employers, higher education, community representatives): <ul style="list-style-type: none"> • classroom or academy speakers • field trip/extended learning • job-shadowing opportunities • mentors • student internships • community service opportunities • college tours • teacher externships 	
c. Citizenship. The academy fosters a culture of respect for others, regardless of background, and encourages student contributions as global citizens.			Evidence
0	1.55	3.1	
There is no evidence academy students are exposed to the idea of and encouraged to contribute to global citizenship, nor a focus on creating an academy culture of respect for others and pride in diversity.	It is unclear how academy students are exposed to the idea of and encouraged to contribute to global citizenship. There is limited focus on creating a culture of respect for others and pride in diversity.	It is evident academy students are exposed to the idea of and encouraged to contribute to global citizenship. There is a focus on creating an academy culture of respect for others and pride in diversity.	

<p>d. Work-based learning. The academy offers work-based learning opportunities for all interested students either through internships, community service, or other community-based work programs that the advisory board and the school district planning team determine are the best approach for that academy and community.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of the academy students participate in work-based learning prior to graduation. There is no sequential plan of work-based learning experiences.</p>	<p>At least 75% of the academy students participate in work-based learning prior to graduation. There is not a clearly outlined sequential three to four year plan of work-based learning experiences, developed by the academy team and advisory board, with specific activities occurring at different grade levels. These can include job shadowing, mentoring, field experiences, tours, college visits, internships, community service, or other.</p>	<p>At least 90% of academy students participate in work-based learning prior to graduation. Students participate in a sequential three to four year plan of work-based learning experiences, developed by the academy team and advisory board, with specific activities occurring at different grade levels. These can include job shadowing, mentoring, field experiences, tours, college visits, internships, community service, or other.</p>	

<p>NSOP 9. Student Assessment. Improvements in student performance are central to an academy’s mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy’s integrity.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Student data are collected. These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.</p>			Evidence
0	1.55	3.1	
Data submissions for both the academy- and school-level populations are incomplete for most of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.	Data submissions for the academy- and/or school-level populations are inadequate for some of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.	Data submissions for both the academy- and school-level populations are complete for the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.	
<p>b. Multiple academic measures. Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates), as well as rubric-based assessments on performance tasks. Multiple measures are aligned to approved state standards, and longitudinal data are collected.</p>			Evidence
0	1.55	3.1	
Data submissions for both the academy- and school-level populations are incomplete for most of the following outcome measures of indicators of performance: attendance, retention, credits, GPAs, graduation rates, college going rates, state test scores, national test scores (e.g., ACT, SAT, NAEP), more rigorous coursework, attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, percent of credits earned, GPA, graduation rate, rate of 12th grade readiness for postsecondary, state and/or local test scores, national test scores (e.g., ACT, SAT, NAEP), percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.).	Data submissions for the academy- and/or school-level populations are inadequate for some of the following outcome measures of indicators of performance annually: attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, percent of credits earned, GPA, graduation rate, rate of 12th grade readiness for postsecondary, state and/or local test scores, national test scores (e.g., ACT, SAT, NAEP), percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.). Data include the current year and two previous years academy students.	Data submissions for both the academy- and school-level populations are complete for the following outcome measures of indicators of performance: attendance, retention, credits, GPAs, graduation rates, college going rates, state test scores, national test scores (e.g., ACT, SAT, NAEP), more rigorous coursework, attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, percent of credits earned, GPA, graduation rate, rate of 12th grade readiness for postsecondary, state and/or local test scores, national test scores (e.g., ACT, SAT, NAEP), percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.).	
<p>c. Technical learning. Measures include knowledge of the field’s terminology, technical concepts, and ability to apply academic skills to authentic real-world projects. Where appropriate, industry-recognized credentials, certifications, or licenses are incorporated.</p>			Evidence

0	1.55	3.1	
<p>There is no evidence technical learning is measured through classroom standards specific to CTE or through the application of core academics to authentic real-world projects. Less than 50% of academy students earn one or more advisory board approved, nationally recognized industry certifications, and/or aligned postsecondary credits meeting postsecondary matriculation requirements.</p>	<p>Academy students' technical learning in the career academy is being measured, but is not part of the academy data reviewed by the team. Students master standards specific to CTE/career themed coursework through application of core academics to authentic real-world, pathway-aligned projects. At least 50% of academy students earn one or more advisory board approved, nationally recognized industry certifications, and/or aligned postsecondary credits meeting postsecondary matriculation requirements.</p>	<p>Academy students' technical learning is measured in CTE/career themed courses in at least 11th and 12th grades. Students master standards specific to CTE/career themed coursework through application of core academics to authentic real-world, pathway-aligned projects. At least 80% of academy students earn one or more advisory board approved, nationally recognized industry certifications, and/or aligned postsecondary credits meeting postsecondary matriculation requirements.</p>	
<p>d. Data Analysis. Analysis of the data elements takes place in various settings to support student achievement.</p>			<p>Evidence</p>
0	1.55	3.1	
<p>The data are not analyzed by the academy team, leadership, or advisory board.</p>	<p>The data are analyzed by the academy team, leadership, and/or advisory board. The academy team analyzes academy data at least quarterly during common planning time. The data are analyzed and reviewed with the advisory board at least each semester. Analysis of the data results in recommendations for instructional changes and plans for student support.</p>	<p>The data are analyzed by the academy team, leadership, and advisory board. The academy team analyzes academy data at least monthly during common planning time. The data are analyzed and reviewed with the advisory board at least quarterly. Analysis of the data results in implementation of recommended instructional changes and plans for student support.</p>	
<p>e. Evidence of impact. These measures show whether, and how much, the academy improves student performance. Teacher teams use student assessment to evaluate the quality of the education provided in the career academy and to make improvements to the curriculum, instruction, and program structure. A longitudinal study shows whether there are improved student outcomes in terms of reduced dropouts, increased academic success, career readiness preparation, and greater entry into post-secondary education.</p>			<p>Evidence</p>
0	1.55	3.1	

NSOP 9

<p>Analysis of academy and schoolwide data do not demonstrate improved performance averages for academy students. The degree of the impact of academy participation is based on 4 or fewer on the following measures: student dropout and graduation rates, GPA, completion of advanced coursework with a grade of C or higher, technical skill attainment, completion of 2-3 or more CTE/themed courses with a grade of C or higher, participation in work-based learning, and postsecondary readiness as measured by each pathway, and in comparison to non-academy students in the school or district.</p>	<p>Analysis of academy and schoolwide data demonstrate some improved performance averages for academy students. The degree of the impact of academy participation is based on 8 or fewer of the following measures: student dropout and graduation rates, GPA, completion of advanced coursework with a grade of C or higher, technical skill attainment, completion of 2-3 or more CTE/themed courses with a grade of C or higher, participation in work-based learning, and postsecondary readiness as measured by each pathway, and in comparison to non-academy students in the school or district.</p>	<p>Analysis of academy and schoolwide data demonstrate improved performance averages for academy students. The degree of the impact of academy participation is evident based each on the following measures: student dropout and graduation rates, GPA, completion of advanced coursework with a grade of C or higher, technical skill attainment, completion of 2-3 or more CTE/themed courses with a grade of C or higher, participation in work-based learning, and postsecondary readiness as measured by each pathway, and in comparison to non-academy students in the school or district.</p>	
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<p>NSOP 10. Sustainability. No new academy functions perfectly. Even well established and highly functioning academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Academy implementation. Program leaders regularly assess the academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.</p>			Evidence
0	1.55	3.1	
<p>There is no process for analyzing academy implementation within a continuous improvement framework. Key stakeholder groups do not provide input regarding strengths and weaknesses of the academy. There is no process for following up on any feedback the team receives.</p>	<p>There is a process for analyzing academy implementation within a continuous improvement framework. The process and results are not clearly communicated to and known by all stakeholders. Some stakeholder groups provide input regarding academy implementation. The process for following up on the feedback as part of a cycle of improvement is unclear.</p>	<p>There is a clear process for analyzing academy implementation within a continuous improvement framework. The process is written and known to all stakeholders. Key stakeholder groups, including students, provide input regarding academy implementation. The process includes follow-up on the feedback as part of the cycle of improvement.</p>	3.1
<p>b. Academy refinements. Regular assessments generate plans to address any academy problems. Such plans include benchmarks for improvement that reflect on an academy's mission and goals.</p>			Evidence
0	1.55	3.1	
<p>Plans to refine the academy design and implementation are not evident. If refinements are noted, they are known to only some of the academy members, and/or stakeholders were not involved in the process. The process does not include a review of the mission, goals, and benchmarks.</p>	<p>Plans to refine the academy design and implementation are known to some but not all academy members and external partners. Plans do not clearly identify improvements, timelines, or the individuals responsible for carrying out the plans. The mission, goals, and benchmarks are reviewed but goals are not modified based on the continuous improvement process.</p>	<p>Plans to refine the academy design and implementation are written and clearly known to academy members and external partners. Plans for improvement include timelines and individuals responsible for carrying out the plans. Based on academy implementation and student achievement data, the academy's mission, goals, and benchmarks are reviewed and modified as needed.</p>	