



National Career Academy Coalition (NCAC)

P.O. Box 121161

Nashville, Tennessee 37212

872.356.6222

www.ncacinc.com

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. Please contact the review coordinator, Dr. Nicole Cobb, if you have questions, need clarification, or need assistance.

ncobb@ncacinc.com

Scores and Status

Model w/Distinction (128-130)

Model (115-127)

Certified (80-114)

In-progress (below 80)

September 2019

<p>NSOP 1. Mission and Goals. The career academy has a written mission, goals, and benchmarks. These are developed, reviewed, available, and known by administrators, teachers, students, parents, advisory board members, and others involved in the academy. These include at least the following elements: connects high school, postsecondary and career; raises and maintains student aspirations; increases student achievement; and shows 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	
There is no evidence of postsecondary or career in the mission and goals statements and/or there are appropriate, time-bound, specific, measurable objectives representing this component.	There is evidence of postsecondary education and career in the mission and/or goals. However, appropriate, time-bound, specific, measurable objectives representing this component are insufficient or non-existent.	The mission and goals clearly emphasize the strong commitment of the academy to focus on postsecondary and career preparation. There are appropriate, time-bound, specific, measurable objectives representing this component.	
<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	
There is no evidence of a commitment to raising or maintaining student aspirations or commitment in the mission and goals. There are not appropriate, time-bound, specific, measurable objectives representing this component.	A focus on raising or maintaining student aspirations and commitment is implied in the mission and goals, but not necessarily explicit. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.	The mission and goals clearly emphasize the strong dedication of the academy to raise and maintain student aspirations and commitment. There are appropriate, time-bound, specific, measurable objectives representing this component.	
<p>c. Student achievement. The academy provides support to all of its students to maintain and increase their achievement in high school. This support comes through positive 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 within a collaborative environment for all stakeholders.</p>			Evidence
0	1.55	3.1	
There is no evidence of increasing student achievement in the mission and goals statements and/nor there are not appropriate, time-bound, specific, measurable objectives representing this component.	A focus on increasing student achievement is evident in the mission and goals. However, appropriate, time-bound, specific, measurable objectives representing this component are inadequate.	The mission and goals clearly emphasize the strong dedication of the academy to strive to increase student achievement. There are appropriate, time-bound, specific, measurable objectives representing this component.	

<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>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence of a commitment to equity in the mission and goal. There are not appropriate, time-bound, specific, measurable objectives representing this component.</p>	<p>The mission and goals reflect a focus on ensuring the 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 ensure the academy demographic mix represents 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>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence to demonstrate that the mission, goals, and associated benchmarks were created collaboratively, or included input from representatives from a range of relevant stakeholder groups. There is also no evidence the mission and goals were communicated to 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>There is evidence of limited collaboration in seeking input from representatives of relevant stakeholder groups in the development of the mission, goals, and benchmarks; AND/OR efforts to make the mission, goals, and benchmarks available to the stakeholder groups relevant to the academy. <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 created (reviewed) collaboratively and included input from representatives from a range of relevant stakeholder groups. Evidence also demonstrates the mission and goals were communicated to 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>	

NSOP 2. Academy Design. An academy has a well-defined structure within the high school, reflecting its status as a small learning community.			Evidence to include in NSOP Documentation Folders
a. Single-grade articulation. The academy incorporates a one-year experience, with articulation in its teacher team, curriculum, and instruction across subject areas. It is anticipated there is clear exploration of various postsecondary and career academies available at the 10-12th grade levels.			Evidence
0	1.55	3.1	
The academy incorporates one grade level. Articulation across subject areas in non-existent within the teacher team through their curriculum and instruction. The degree to which integration is realized is not evident in the master schedule, use of common planning time, nor the Freshman program of study.	The academy incorporates one grade level. There are opportunities for articulation across subject areas in the teacher team through curriculum and instruction, but the degree to which integration is realized is not evident in the master schedule, use of common planning time, and/or Freshman program of study.	The academy incorporates one grade level. There is articulation among the teacher team across subject areas through the curriculum and instruction. A clear focus on integration is evident in the use of common planning time and Freshman program of study.	
b. Student selection. Entry into the academy is voluntary and accessible to every freshman student. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy. Parents or guardians participate in this process and approve of choices made by their son or daughter. Enrollment of freshmen includes students with disabilities and English language learners.			Evidence
0	1.55	3.1	
Student academy selection is voluntary and open to any freshman. Parents generally do not participate in the academy enrollment process. If there are teams within the academy, the demographics (e.g., gender, race, eligibility for FEARL, exceptional education status, ELL, prior academic achievement) of neither team within the academy is not reflective of the school for more than two demographic characteristics.	Student academy selection is voluntary where optional and open to any freshman. Parents are given an opportunity to participate in the academy enrollment process but generally do not. If there are teams within the academy, the demographics (e.g., gender, race, eligibility for FEARL, exceptional education status, ELL, prior academic achievement) of each team within the academy is largely reflective of the school, with the exception of no more than two demographic characteristics.	Students (including transfers) are given multiple opportunities to learn about the Freshman Academy. Student academy participation is entirely voluntary where optional, and open to any freshman. All parents are given a clear opportunity to participate in the academy enrollment process. If there are teams within the academy, the demographics (e.g., gender, race, eligibility for FEARL, exceptional education status, ELL, prior academic achievement) of each team within the academy mirrors that of the school.	
c. Cohort scheduling. Academy classes consist of academy students who take a series of classes together each year. The academy students take at least three courses as a cohort with at least 80% of the enrollment in these courses academy students.			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 class 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 only to ninth grade students with enrollment of non-academy students only as necessary. Less than 50% of a student's schedule is shared with only freshman academy students. Freshman academy classes do not include a minimum of two academic core subjects and an opportunity for career awareness and exploration. Approximately 45-79% of the students within an academy class are academy students.</p>	<p>Academy classes are exclusive to ninth grade students, with enrollment of non-academy students only as necessary. At least 50% of a student's schedule is shared with only freshman academy students. Freshman academy classes include a minimum of two academic core subjects and opportunity for career awareness and exploration (course, advisory, regularly scheduled time specifically for career awareness and exploration). At least 80% of students in each academy class (purity) are Freshman Academy students.</p>	
<p>d. Physical space. Where possible, both academic and career and technical (CTE) academy classrooms are near each other in the high school building. Rooms allow for flexible configurations required by project-based learning.</p>			<p style="text-align: center;">Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<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 is limited, with approximately half of the academy classrooms (interdisciplinary and career/postsecondary exploration) 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 academies 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 and career/postsecondary exploration) 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>			<p style="text-align: center;">Evidence</p>
<p>0</p>	<p>1.5</p>	<p>3</p>	

NSOP 2

<p>The academy is composed of a team of faculty representing core academic disciplines and career exploration who teach 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 core academic disciplines and career exploration who teach 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 disciplines and career exploration, 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>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>	

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.			Evidence to include in NSOP Documentation Folders
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.			Evidence
0	1.55	3.1	
The Board of Education or Superintendent 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.	Members of the Board of Education or the Superintendent have participated in academy-specific activities, e.g., open houses, Advisory Board meetings, or academy partner recruitment. At least one BOE member or the Superintendent is aware of the academy’s functioning, partners, activities, mission, and goals.	The academy can rely on at least one specific member of the Board of Education or the Superintendent 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 improvement strategy, with the potential for growth across the district, is evident.	
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.			Evidence
0	1.55	3.1	
The Principal and administration are knowledgeable of the academy but do not embrace the academy or academy model as a defining characteristic of the high school. There is not academy-specific principal.	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 who is knowledgeable of the academy activities, functioning, partners, mission, and goals.	There is documentation 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 (assistant principal) instrumental to the overall and daily planning, functioning, and monitoring of the academy.	
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.			Evidence
0	1.55	3.1	

NSOP 3

<p>The academy identifies substantial resource needs (funding, facilities, equipment, or materials) that cannot be addressed with existing plans or actions. These result in barriers to supportive programming and career exploration, and to the general overall functioning of a career academy.</p>	<p>The academy has some unmet needs, resulting in barriers to supportive programming and career exploration. Academy leadership has identified realistic ways to address a substantial portion of those unmet needs exist, with high likelihood of success. Continued support is needed for the academy to reach its full potential.</p>	<p>Adequate funding, facilities, equipment, and materials have resulted in supportive scheduling and operations of the Freshman Academy. The district and school administration have provided the needed support for the academy.</p>	
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NSOP 4. Faculty and Staff. Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy's success.			Evidence to include in NSOP Documentation Folders
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 to coordinate teacher professional development, and coordinate employer, higher education, and parental involvement. Release time and/or a stipend may be provided for this role.			Evidence
0	1.55	3.1	
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.	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.	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.	Evidence
b. Academy staff. Academy staff is credentialed in-field, 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 shares the duties of operating an academy.			
0	1.55	3.1	

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 post-secondary and career opportunities. They understand the need for cohort 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.</p>			<p style="text-align: center;">Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Counselor(s) do not have a strong understanding of cohort 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 within this academy. Counselors do not provide postsecondary and career readiness student support.</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, and/or a thorough understanding of cohort scheduling. Academy counselor(s) work with academy students, and other students in the school. The counselors, non-academy teachers, and non-academy staff are familiar with the academy, but there is a mixed understanding of cohort scheduling and the value of the academy.</p>	<p>Counselor(s) are intentionally assigned to the academy as an integral part of the academy team and there is strong evidence of their academy support through giving students academy-specific counseling in relation to postsecondary and career readiness, and they have a thorough understanding of cohort scheduling. Students know they have a designated academy counselor. 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 non-academy staff are knowledgeable about the academy.</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>Professional development records indicate inadequate training in the academy structure, (NSOP), project-based learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant Freshman 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 Freshman 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>Professional development records indicate adequate training in the academy structure, project-based learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant Freshman 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 Freshman 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>Professional development records (e.g., sign-in sheets, summary reports, transcripts) indicate 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 Freshman Academy structure, project based-learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant Freshman 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>	

c. Volunteer orientation. Business, community, and post-secondary volunteers are adequately prepared for their roles as speakers, field experience hosts, mentors etc. Parents are adequately prepared for their involvement (if any) in the academy as field experience chaperones, social event organizers, etc.			Evidence
0	1.55	3.1	
<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, 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 and other volunteer activities in the academy. At least half of external volunteers report they received an orientation. There is limited evidence of parent, business, community, and postsecondary volunteers and their volunteer activities within the academies.</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 other volunteer activities in the Freshman Academy. All of the external volunteers report they received an orientation. There is evidence of business, community, and postsecondary volunteers and their volunteer activities in 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 which may be its own freshman board or may be a subset of the boards for each of the upper level academies in the school. It has members from the district and school administration, feeder school representatives, academy staff, employers, and postsecondary education. It may also include community representatives, academy parents, and students. It may also include alumni. The board incorporates viewpoints from all members.			Evidence
0	1.55	3.1	
The Freshman Academy advisory board includes members from at least the following categories: district and/or high school administration, and supporting employers. There is no evidence to support incorporation of viewpoints of members of the board in academy decision-making.	The Freshman Academy advisory board includes members from at least the following: high school administration, academy teaching staff, supporting employers, and postsecondary institutions. It is evident the board respects the viewpoints of most members in academy decision-making.	The Advisory Board for the Freshman Academy includes members from each of the following: district and school administration, feeder school representatives, academy teaching staff, supporting employers, postsecondary institutions, community representatives, and academy parents and students. It is evident the board incorporates 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, minutes, and outcomes exist, but are not sufficiently aligned with the 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, minutes 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	
There is no evidence of a partnership between the academy advisory board, postsecondary, and community partners, but it is in the planning stages.	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.	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.	

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.			Evidence
0	1.55	3.1	
<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>	

NSOP 7. Teaching and Learning. The teaching and learning within an academy meet or exceed external standards and postsecondary entrance requirements.			Evidence to include in NSOP Documentation Folders
a. External standards. The academic curriculum is framed around national standards, or approved state standards.			Evidence
0	1.55	3.1	
The academic curriculum within the academy is not framed around approved state standards and/or national standards. Alignment with the standards related to the focus of the Freshman Academy is limited or not evident.	The academic curriculum within the academy is framed around approved state standards and/or national standards. In some academy courses, curriculum and instruction are aligned with standards related to the focus of the Freshman Academy.	The academic curriculum within the academy is framed around national standards, or approved state standards. In all academy courses, curriculum and instruction are aligned with standards related to the focus of the Freshman Academy.	
b. Rigorous learning. Coursework reaches high levels of English and mathematics, science and social studies. Upon completion of the freshman year, students are on track for matriculation into tenth grade and are preparing for their postsecondary and career academies in grades 10 – 12.			Evidence
0	1.55	3.1	
Review of the Freshman Academy program of study demonstrates courses in English, mathematics, science and social studies. There is no opportunity for career and postsecondary education, with a focus on the academies offered in grades 10 – 12. Less than 40% of the students are on track for movement into the tenth grade on level	Review of the Freshman Academy program of study demonstrates courses in English, mathematics, science and social studies. There is also opportunity for career and postsecondary exploration through a course, advisory, or other time during the school year, with a focus on the academies offered in grades 9 - 12. At least 70% of the students are on track for movement into the tenth grade on level.	Review of the Freshman Academy program of study demonstrates courses in English, mathematics, science and social studies. There is also opportunity for career and postsecondary exploration through a course, advisory, or regularly scheduled time, with a focus on the academies offered in grades 9 - 12. At least 90% of the students are on track for movement into the tenth grade on level.	
c. Sequenced, integrated, and relevant curriculum. Curriculum is integrated among the academic classes. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology and 21st Century Skills, and includes authentic project-based learning.			Evidence
0	1.55	3.1	

<p>Integration, sequencing, and relevance of the curriculum are not intentional goals instruction in most Freshman Academy classes. Project-based learning is not evident. There is no evidence of integration of career and postsecondary exploration in core academic classes. Relevant 21st Century Skills including teamwork, problem solving, and critical thinking, and appropriate technology are not intentionally incorporated into teaching and learning.</p>	<p>Integration, sequencing, and relevance of the curriculum are intentional goals instruction in most Freshman Academy classes. Project-based learning is not embedded into learning on a regular basis in core academic classes. There is evidence of some integration of career and postsecondary exploration in core academic classes. Relevant 21st Century Skills including teamwork, problem solving, and critical thinking, and appropriate technology are not intentionally incorporated into teaching and learning on a consistent basis.</p>	<p>Integration, sequencing, and relevance of the curriculum are intentional goals instruction in all Freshman Academy classes. Project-based learning is embedded into learning on a regular basis. There is on-going integration of career and postsecondary exploration in core academic classes. Relevant 21st Century Skills including teamwork, problem solving, and critical thinking, and appropriate technology are intentionally incorporated into 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 written post-graduate plan during their freshman year which will be reviewed and refined each semester thereafter. The plans begin with goals set by the student, which become an on-going personalized learning plan. Progress on this plan is reviewed by the student as well as parents/guardians, counselors, and advisors.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>By the end of the freshman year, less than 50% of students have a personalized multi-year plan, bridging freshman year to academy and pathway choice, postsecondary education and careers. Counseling of students includes career and postsecondary information for all academy students including presentations from counselors, postsecondary visits, and exposure to career information is not evident. There is no process for students to review and develop their personalized plans throughout the year.</p>	<p>By the end of the freshman year, at least 50% of students have a personalized multi-year plan, bridging freshman year to academy and pathway choice, postsecondary education and careers. Counseling of students includes career and postsecondary information for all academy students through individual, group and parent inclusive sessions, including presentations from counselors, postsecondary visits and exposure to career information. There is an informal process for students to review and develop their personalized plans throughout the year.</p>	<p>By the end of the freshman year, all students have a personalized multi-year plan, bridging freshman year to academy and pathway choice, postsecondary education and careers. Counseling of students includes career and postsecondary information for all academy students through individual, group and parent inclusive sessions, including presentations from counselors, postsecondary visits and exposure to career information. There is a clear process for students to review and develop their personalized plans throughout the year, and the students "own" their plans.</p>	
<p>e. Dual credit options. Options for high school and advanced credit exist in a variety of ways and may include courses where students receive eighth grade, high school credit or postsecondary credit.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	

<p>Students have no opportunity in eighth grade to earn high school credit, nor advanced credit opportunities in 9th grade.</p>	<p>Students in eighth grade earn high school credit, thus allowing a student to have an opportunity to take more electives in high school, and advanced credit opportunities are available for Freshman Academy students.</p>	<p>Students in eighth grade earn high school and/or postsecondary credit thus allowing a student to have an opportunity to take more electives in high school. Freshman Academy students earn advanced and/or postsecondary credits.</p>	
<p>f. Development of a portfolio. The student portfolio is created and sustained throughout the academy experience, beginning in ninth grade.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of Freshman Academy students develop a portable portfolio to be maintained throughout the high school experience. There is limited opportunity for academy students to develop portfolios. There is no evidence portfolio development is an expectation for all students in the</p>	<p>At least 50% of Freshman Academy students develop a portable portfolio to be maintained throughout the high school experience. There is some work involving development of student portfolios, but it is not sustained throughout the Freshman Academy experience.</p>	<p>All freshman academy students develop a portable portfolio to be maintained throughout the high school experience. The portfolio reflects what they have learned leading to their academy and pathways choices, and includes a resume and other pertinent information and artifacts.</p>	
<p>g. Participation in a well-developed, structured, and on-going career and postsecondary explorator experience. The Freshman Academy will include self, career, and postsecondary exploration experiences.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of Freshman Academy students participate in exploratory experiences in their freshman year. These may reflect support for social and emotional development, an assessment of one's interests, abilities and learning styles, and/or potential postsecondary and career options.</p>	<p>At least 50% of Freshman Academy students participate in exploratory experiences in their freshman year. These reflect support for social and emotional development, an assessment of one's interests, abilities and learning styles, and/or potential postsecondary and career options.</p>	<p>All Freshman Academy students participate in well-developed, structured, and on-going exploratory experiences in their freshman year. These reflect support for social and emotional development, an assessment of one's interests, abilities and learning styles, and potential postsecondary and career options.</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, post-secondary education, and civic community in certain aspects of its operation.			Evidence to include in NSOP Documentation Folders
a. Local industry/economic needs. The career fields explored align with the school/district's programs of study and 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	3.1	
There is no evidence of alignment between the Freshman Academy the high school academies and pathways. There is limited evidence of a sufficient employer base to allow for adequate involvement of volunteers to support the Freshman Academy in preparing students for participation in a career academy.	There is limited evidence of alignment between the Freshman Academy focus and the high school academies and pathways. There is a sufficient employer base to allow for adequate involvement of volunteers to support the Freshman Academy in preparing students for participation in a career academy.	The Freshman Academy focus is aligned with the high school academies and pathways. There is a sufficient employer base to allow for adequate involvement of volunteers in preparing students for participation in a career academy.	
b. Community involvement. Representatives of employers, post-secondary education, and the community help to 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, postsecondary and other post-secondary education tours, and teacher externships.			Evidence
0	1.55	3.1	
The Freshmen Academy has external partners (employers, higher education, community representatives) who provide less than 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 • postsecondary tours • special events 	The Freshmen 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 • postsecondary tours • special events 	All of the following resources or activities are provided to the Freshmen Academy 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 • postsecondary tours • special events 	
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	

<p>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.</p>	<p>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.</p>	<p>It is evident academy students are exposed to the idea of and encouraged to contribute to global citizenship. There is an focus on creating an academy culture of respect for others and pride in diversity.</p>	
<p>d. Work-based learning. The academy offers work-based learning opportunities for all interested students either through shadowing, field experiences, mentoring, classroom speakers, career fairs, postsecondary visits, special events or community service that the advisory board and the school district 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 academy students participate in work-based learning prior to the end of the freshman year. Students participate in experiences developed by the academy team and advisory board specifically for the freshman year. These can include shadowing, mentoring, field experiences, tours, career fairs, postsecondary visits, special events, community service, or other.</p>	<p>At least 75% of academy students participate in work-based learning prior to the end of the freshman year. Students participate in experiences developed by the academy team and advisory board specifically for the freshman year. These can include shadowing, mentoring, field experiences, tours, career fairs, postsecondary visits, special events, community service, or other.</p>	<p>At least 90% of academy students participate in work-based learning prior to the end of the freshman year. Students participate in experiences developed by the academy team and advisory board specifically for the freshman year. These can include shadowing, mentoring, field experiences, tours, career fairs, postsecondary visits, special events, community service, or other.</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.			Evidence to include in NSOP Documentation Folders
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.			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, gender, race/ethnicity, free and reduced lunch, exceptional education, and English language learners.	Data submissions the academy- and/or school-level populations are INADEQUATE for some of the following demographic variables: total enrollment, gender, race/ethnicity, free and reduced lunch, exceptional education, and English language learners.	Data submissions for both the academy- and school-level populations are complete for the following demographic variables: total enrollment, gender, race/ethnicity, free and reduced lunch, exceptional education, and English language learners.	
b. Multiple academic measures. Measures include a variety of accepted indicators of performance (e.g., matriculation, attendance, retention, credits, state test scores), as well as rubric-based assessments on performance tasks. Multiple measures are aligned to approved state standards, and longitudinal data are collected.			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 rate, referral and suspension (in- out- of school) rates, rate of retention in grade, state and/or local test scores, credits earned, GPA, and 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: attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, state and/or local test scores, credits earned, GPA, and percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.).	Data submissions for both the academy and school- level populations are complete for the following outcome measures of indicators of performance: attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, state and/or local test scores, credits earned, GPA, and percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.).	
c. Data Analysis. Analysis of the data elements takes place in various settings to support student achievement.			Evidence
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>d. Career and Postsecondary Readiness Measures. Measures include completion of self-awareness, interest inventories, career and postsecondary exploration, and exploration of careers related specifically to school/district academies. Students are also measured based on presentation skills, teamwork/collaboration, and problem-solving.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of Freshman Academy students have completed the following: At least 1: • Self-awareness inventory • Personal interest inventory • Career exploration activity • Postsecondary exploration activity and have demonstrated the following skills applied to real world problems: • Presentation and communicationskills • Teamwork/collaboration • Problem solving</p>	<p>At least 50% of Freshman Academy students have completed the following: At least 1: • Self-awareness inventory • Personal interest inventory • Career exploration activity • Postsecondary exploration activity and have demonstrated the following skills applied to real world problems: • Presentation and communicationskills • Teamwork/collaboration • Problem solving</p>	<p>All Freshman Academy students have completed the following: At least 1: • Self-awareness inventory • Personal interest inventory • Career exploration activity • Postsecondary exploration activity and have demonstrated the following skills applied to real world problems: • Presentation and communicationskills • Teamwork/collaboration • Problem solving</p>	
<p>d. 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. Freshman academies should have well-defined student supports and interventions. Academy longitudinal data show whether there are improved student outcomes in terms of student matriculation, reduced dropouts, increased academic success, career readiness preparation, fewer discipline incidents, and reduced retention rates.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	

NSOP 9

<p>Analysis of the data does not demonstrate improved outcomes for Freshman Academy students. The degree of the impact of academy participation is not evident based on any of the following measures: GPA/grades, attendance rate, credits earned, and completion of advanced coursework with a grade of C or higher, participation in work-based learning, and in comparison to non-academy students in the school or district.</p>	<p>Analysis of the data demonstrates improved outcomes for Freshman Academy students. The degree of the impact of academy participation is evident based on fewer than 4 of the following measures: GPA/grades, attendance rate, credits earned, and completion of advanced coursework with a grade of C or higher, participation in work-based learning, and in comparison to non-academy students in the school or district.</p>	<p>Analysis of the data demonstrates improved outcomes for Freshman Academy students. The degree of the impact of academy participation is evident based on each of the following measures: GPA/grades, completion of advanced coursework with a grade of C or higher, attendance rate, credits earned, participation in work-based learning, 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>	
<p>b. Academy refinements. All stakeholders, including students, are surveyed regularly and input considered, These reviews lead to plans to address any problems. Such plans include timetables and benchmarks for improvement.</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>	