

# NATIONAL CAREER ACADEMY COALITION (NCAC)

## BASELINE ANALYSIS FOR CAREER ACADEMIES

SCHOOL: \_\_\_\_\_

DISTRICT: \_\_\_\_\_

ACADEMY: \_\_\_\_\_

DATE: \_\_\_\_\_ REVIEWERS: \_\_\_\_\_

*A Baseline Analysis is a tool for a district/school to use to assess the progress of a career academy. It is based on the ten National Standards of Practice. So, if you are not ready to be reviewed for Certification or Model status, but are committed to following the National Standards of Practice, this baseline analysis might be helpful for you.*

*This Baseline Analysis is available as a document you can use within your academy to determine where you are in the career academy development process. It can be used in two ways: (1) An academy can use the document to assess itself. You may create your own local visiting team or conduct an internal assessment: (2) Two NCAC certified baseline consultants will visit your academy and meet with academy team teachers and administrators. They will give you an objective opinion of your development and discuss areas where you might want to focus your attention, then provide a written report with recommendations and suggestions for next steps. A rank of Developing, Emerging, or Exemplary will be provided.*

*A Baseline Analysis could be a crucial element in formulating a professional learning plan for your academy's development.*

*NCAC is available to provide help with every step in designing, implementing, and sustaining your career academy.*

## GLOSSARY OF FREQUENTLY USED TERMS CONNECTED TO CAREER ACADEMIES

Academy class	An academic, Career Technology Education (CTE), or other class that is intentionally designed to integrate an academy theme into the related curriculum and instruction, and is taught by an academy teacher
Academy teacher	Teacher on the academy team who is intentionally scheduled to teach his/her classes within that academy and who participates in common planning time.
Capstone experience	An integration of classroom study and real-world inquiry. It is a culminating project that may include in-depth research, service learning, or an internship related to an area of personal interest, often presented in an overall portfolio in the senior year.
Career academy	A smaller learning community within a high school that has a career and college theme. It has a cohort group of students and teachers, a rigorous sequential curriculum, experiential components and a Business Advisory Committee which provides guidance in the theme.
Career pathway	A strand of courses, similar to a CTE, that provides students with information on a particular career or college area. There is not necessarily a sequential set of courses that would lead to a certification or a specific skill set.
Citizenship	A culture of respect for others that can be evidenced through service-based learning, school organizations, anti-bullying policies, etc.
Cohort group	An interdisciplinary team of educators that work together over a period of 2-4 years and instructionally share a group of students in common. This cohort team assumes responsibility for the educational progress of the student across years of school and is therefore able to exercise maximum flexibility to act on knowledge of students' needs.
Dual credit	An agreement with a specific college that allows high school seniors to earn high school credit and college credit at the same time for the same high school course. There is a fee for the college course that is generally paid either by the student or the high school. The dual credit is recognized at any college.
Industry certification	A set of standards developed, maintained and administered by a given industry. These standards establish a minimum level of competency for professional members of the industry. Certifications can be earned through many of the Career & Technical Education programs.
Internship	A work-based training experience for a student in an area of interest that is generally for credit or other compensation.
Pocket academy structure	A career or thematic academy that exists in a school where students can elect to be a member of an academy as opposed to a member of the general student population. The school has one or more career academies but not every student is in an academy.
Project based learning	A strategy that integrates a variety of subject areas around a topic or theme so that students learn the connections among subjects. A topic might be exploring entrepreneurship and creating a business or the effects of green building on a community. For PBL to work effectively, academy staff must work together to create the teaching unit and an evaluation rubric, weaving the subjects and coordinating student work through teams.
Purity -- class	Class with an academy teacher and over 80% of students in the academy; Number of academy students / total number of students in class
Service learning	A method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community.
21 <sup>st</sup> century skills	Student outcomes that extend beyond academic achievement through grades or standardized test performance. The Partnership for 21 <sup>st</sup> Century Skills has identified the following: critical thinking, communication, collaboration, creativity, information media and technology skills, and life and career skills, in addition to core academic knowledge.
Wall to wall academy	A school where every student is in a career academy. There is no general student population that represents students NOT in an academy.
Work based learning	Learning that occurs in partnership with persons from business, college or the broader community. Students might engage in job shadowing, mentoring, projects, junior or senior-year internships, field experiences, college visits, symposiums or seminars, etc.

**NSOP 1. Defined Mission and Goals.** The career academy has a written definition of its mission, goals, and benchmarks. These are developed by and available to the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements: connect college and career; raise and maintain student aspirations; increase student achievement; a commitment to equity.

**a. College and career connections.** A career academy's aim is to prepare all students for post-secondary education and careers. Academies enable students to complete post-secondary 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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no mention of college or career in the mission and goals statements and/ or there are not appropriate, time-bound, specific, measurable objectives that represent this component.	A focus on college and career is implied in the mission and goals, but not necessarily explicit. Appropriate, time-bound, specific, measurable objectives that represent this component are not identified or are inadequate.	The mission and goals clearly emphasize the strong commitment of the academy to focus on college and career preparation. Appropriate, time-bound, specific, measurable objectives that represent this component are identified.	

**b. Student aspirations.** An academy seeks to raise, maintain, and increase the level of students' motivation while in high school by giving 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 future.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no mention of raising or maintaining student aspirations or commitment in the mission and goals statements and/ or there are not appropriate, time-bound, specific, measurable objectives that represent 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 that represent this component are not identified or are inadequate.	The mission and goals clearly emphasize the strong dedication of the academy to raise and maintain student aspirations and commitment. Appropriate, time-bound, specific, measurable objectives that represent this component are identified.	

**c. Student achievement.** So as not to become either a bastion of top performers or a dumping ground for unsuccessful students, 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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no mention of increasing student achievement in the mission and goals statements and/or there are not appropriate, time-bound, specific, measurable objectives that represent this component.	A focus on increasing student achievement is implied in the mission and goals, but not necessarily explicit. Appropriate, time-bound, specific, measurable objectives that represent this component are not identified or are inadequate.	The mission and goals clearly emphasize the strong dedication of the academy to strive to increase student achievement. Appropriate, time-bound, specific, measurable objectives that represent this component are identified.	

**d. Commitment to equity.** Each school ensures that the career academy reflects the demographic mix of the school as a whole, including students with disabilities and English language learners.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no mention of a commitment to equity in the mission and goals statements and/or there are not appropriate, time-bound, specific, measurable objectives that represent this component.	A focus on ensuring the academy demographic mix represents the school population is implied in the mission and goals, but not necessarily explicit. Appropriate, time-bound, specific, measurable objectives that represent this component are not identified or are inadequate.	The mission and goals clearly emphasize the commitment to ensure the academy demographic mix represents the school population. Appropriate, time-bound, specific, measurable objectives that represent this component are identified.	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
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 that 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>	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 there seems to be limited efforts to make the mission, goals and benchmarks available to the stakeholder groups relevant to the academy. (Relevant stakeholder groups include, at a minimum, academy students, parents, faculty, advisory board members and partners.)	Evidence demonstrates the mission, goals, and associated benchmarks were created collaboratively and included input from representatives from a range of relevant stakeholder groups. Evidence also demonstrates that 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>	

#### COMMENTS/RECOMMENDATIONS:

**NSOP 2. Academy Design. An academy has a well-defined structure within the high school, reflecting its status as a small learning community.**

**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 precedes the academy experience. The academy must have a clear program of study that includes a definitive course sequence.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
The academy incorporates two grade levels. There are limited opportunities for articulation across grade levels in the teacher team, curriculum, and instruction. It is clear that there is a low degree of continuity across grade levels.	The academy incorporates two grade levels, including 12 <sup>th</sup> grade. There are opportunities for articulation across grade levels in the teacher team, curriculum, and instruction, but the degree to which continuity is realized is neither clear nor monitored.	The academy incorporates 3 + grade levels, including 12 <sup>th</sup> grade. Across all grade levels, there is obvious continuity within the teacher team, curriculum, and instruction, with a clear focus on creating opportunities for articulation based on the schedule, common planning time, and the Program of Studies.	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
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 is informed of the process of academy choice and enrollment. Parents generally do not participate in the academy enrollment process. The distribution of demographics within the academy is not reflective of the entire school population, for over two demographic characteristics.	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 within the academy is largely reflective of the entire school population.	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 of 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 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 two courses per grade level as a cohort with at least 80% of the enrollment in these courses academy students.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Academy classes are generally open to any student in the school, and enrollment of academy students seems arbitrary. Students within the academy do not necessarily share classes with other students in the academy (student schedule purity formula = number of academy classes / total classes on schedule). The percentage of “academy” students within the academy classes seems to be representative of the percentage of academy students within the school (academy class purity formula = number of academy students / total number of students in class).	Academy classes are generally open to only academy students, but some non-academy students are enrolled in the classes. Students within the academy share approximately 50% of their classes with other students in the academy (student schedule purity formula = number of academy classes / total classes on schedule). Approximately 45-75% of the students within an academy class are academy students (academy class purity formula = number of academy students / total number of students in class).	Academy classes are open primarily to academy students, with enrollment of non-academy students when available. Students within the academy share at least 50% of their classes with other students in the academy (student schedule purity formula = number of academy classes / total classes on schedule). Over 80% of the students within an academy class are academy students (academy class purity formula = number of academy students / total number of students in class).	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
The physical space of the academy is not clear on the map of the school. There is not a specific physical designation of the academy in the school.	The physical space of the academy is somewhat apparent on a map of the school, with approximately half of the academy classrooms 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.	The physical space of the academy is clearly apparent on a map of the school, with almost all academy classrooms located in a single contiguous space. Communication among the academy team is facilitated 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.	

**e. Small size, supportive atmosphere.** The academy maintains personalization through limited size, academy staff teamwork (including counselors, academy-based administrators, and other support staff), and a supportive atmosphere.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no obvious intention to the size of the academy. There is no formalized process or structure to offer individual support for academy students. Neither academy students or staff seem to identify themselves with the academy or the academy team.	The academy is composed of a team of faculty representing both academic and themed disciplines that work mostly with academy students. The academy team utilizes its small size to provide individual supports to academy students and maintain an atmosphere where students feel supported, but the sense of belonging within the academy is not obvious.	The academy is composed of a team of faculty representing multiple academic and themed disciplines that work exclusively with academy students. It is obvious that academy students and team members feel a sense of belonging within the academy and identify themselves specifically with the academy.	

**COMMENTS/RECOMMENDATIONS:**



**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.**

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
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 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 apparent.	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
The Principal and administration are knowledgeable of the academy but do not seem to embrace the academy or academy model as a defining characteristic of the high school. There is not academy-specific leadership.	The Principal and administration are knowledgeable of the academy, seem to support the academy, and embrace the academy and academy model as a defining characteristic of the high school. There is academy-specific leadership that is knowledgeable of the academy activities, functioning, partners, mission, and goals.	There is documentation that the Principal fully supports the academy through advocacy, staffing, and other support, with a commitment to the academy model as a defining characteristic of the high school. There is academy-specific leadership that is 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 student internships, early college and career, and technical training. These reflect a serious commitment from the community, district, and high school to the success of the academy.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
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 scheduling, internships, early college and career, or technical training and to the general overall functioning of a career academy.	The academy has some unmet needs, resulting in barriers to supportive scheduling, internships, early college and career, or technical training, but seems to have identified realistic ways to address some substantial portion of those unmet needs with high likelihood of success. Support needs to continue to expand so the academy can reach its full potential.	Adequate funding, facilities, equipment, and materials have resulted in supportive scheduling, internships, early college and career, and technical learning. The district has provided the needed support for the academy.	

**COMMENTS/RECOMMENDATIONS:**

**NSOP 4. Faculty and Staff. Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy's success.**

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
It is unclear whether there is a team leader/coordinator. It is unclear whether there is a dedicated school administrator for the academy. Policies related to release time and/or stipend for the roles are unclear. The leader/coordinator and/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 to coordinate team professional development, helps to coordinate employer, higher education, parent, and student involvement.	There is at least one teacher who serves as the academy leader. There is a dedicated administrator for the academy. Their roles are not completely clear. Reimbursement of time or stipend for the role of team leader is not clear. The leader/coordinator and/or the administrator participate in approximately half of the activities listed: attends advisory board meetings, interacts with administrators and board members, manages the academy budget, helps to coordinate team professional development, helps to 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. There is also a dedicated administrator for the academy. The leader/coordinator and/or 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 to coordinate team professional development, helps to coordinate employer, higher education, parent, and student involvement.	

**b. Academy staff.** Academy staff is credentialed in their field, work in the academy, and are committed to its mission and goals. Since a career academy's success rests on good teaching and good 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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
While some team members report that they willingly became involved in the academy, some indicate they did not have a choice, but were assigned to the academy. Teachers within the academy teach less than half of their classes (or students) within the academy. Only a small portion of the team members has relevant credentials for their roles as academic, themed, administrative, or support positions. It is obvious that many of the academy team members do not understand or support the philosophy and purpose of the academy. Only a small portion of the team members works cooperatively as a team, sharing duties of operating an academy.	Team members report that they largely volunteered and willingly became involved in the academy. Examination of the master school schedule shows that teachers within the academy teach less than half of their classes (or students) within the academy. Half of the team members have relevant credentials in their roles as academic, themed, administrative, or support roles. Some, but not all, of the academy team members understand or support the philosophy and purpose of the academy. Approximately half of the team members work cooperatively as a team, sharing duties of operating an academy.	Team members report that they definitively volunteered or willingly became involved in the academy. Examination of the master school schedule shows that teachers within the academy teach a majority of their classes (or students) within the academy. The credentials for each teacher demonstrate that team members have relevant credentials in their roles as academic, themed, administrative, or support roles. It is obvious that all of the academy team members understand and support the philosophy and purpose of the academy and work cooperatively as a team, sharing duties of operating an academy.	

**c. Support from the counselors and other non-academy 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 within the academy theme. 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. Classified staff help support the academy facilities.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is not a strong understanding of cohort scheduling, the value of the academy, or the critical role of a counselor. The counselors and non-academy staff have not received the support they need to be familiar with the academy. Counselors are not necessarily assigned to students within this academy. Counselors do not provide student support in relation to the academy theme.	Counselors are somewhat supportive of the academy, but there is not strong evidence of their academy support through academy-specific counseling or a thorough understanding of cohort scheduling. Academy counselor(s) work with academy students, but also other students in the school. The counselors and non-academy staff have received some training and seem to be familiar with the academy. There is a mixed understanding of cohort scheduling and the value of the academy.	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 and through understanding of cohort scheduling. Students know they have a designated academy counselor. Academy counselors work exclusively with academy students, but may also have non-academy students if needed for counseling numbers. The counselors and non-academy staff are knowledgeable about the academy.	

#### COMMENTS/RECOMMENDATIONS:

**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.

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Less than half of the teachers identified as being part of the academy team have common planning in their schedules. There is not systematic evidence showing that this time is used for program coordination, curricular integration, and resolution of student problems. There is no evidence or evidence shows that only a few of the academy team members participate in the common planning on a regular basis.	Half of the teachers identified as being part of the academy team have common planning time weekly. Evidence shows that this time is used largely for program coordination, curricular integration, or resolution of student problems. Evidence shows that approximately half of the academy team members participate in the common planning on a regular basis.	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 that this time is used for program coordination, curricular integration, and resolution of student problems. Rosters and documentation of attendance demonstrate that the majority of the academy team participates in the common planning on a weekly basis.	

**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, etc.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Professional development logs do not indicate adequate training in the academy structure, curricular integration, student support, and employer involvement for the majority of the team members. Self-report by most of the team members does not indicate adequate training in the academy structure, curricular integration, student support, and employer involvement.	Professional development logs indicate adequate training in the academy structure, curricular integration, student support, and employer involvement for approximately half of the team members. Self-report by approximately half of the team members indicates adequate training in the academy structure, curricular integration, student support, and employer involvement.	Professional development logs (e.g., sign-in sheets, summary reports, transcripts) indicate adequate training in the academy structure, curricular integration, student support, and employer involvement. Self-report by all team members indicates adequate training in the academy structure, curricular integration, student support, and employer involvement.	

**c. Volunteer and parent orientation.** Business, community, and post-secondary volunteers are adequately prepared for their roles as speakers, field experience hosts, mentors, internship supervisors, etc. Parents are adequately prepared for their involvement (if any) in the academy as field experience chaperones, social event organizers, or exhibition judges, etc.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
A few of the external partners and advisory board members report they were adequately prepared for a few of the following: roles as speakers, field trip hosts, mentors and internship supervisors. Parents are not adequately prepared for their involvement (if any) field trip chaperones and social event organizers. Generally, the external volunteers did not report they received orientation, written guidelines, or were adequately prepared for their roles as academy volunteers. There is not a list of employer and parent volunteers and their volunteer activities.	Approximately half of the external volunteers and advisory board members report they were adequately prepared for almost half of the following: roles as speakers, field trip hosts, mentors and internship supervisors. Parents are somewhat prepared for their involvement (if any) as field trip chaperones and social event organizers. At least half of external volunteers report they received orientation and written guidelines. There is not a list of employer and parent volunteers and their volunteer activities.	Almost all of the external volunteers and advisory board members report they were adequately prepared for the majority of the following: roles as speakers, field trip hosts, mentors and internship supervisors. Parents are adequately prepared for their involvement (if any) as field trip chaperones and social event organizers. Almost all of the external volunteers report they received orientation and written guidelines. There is a list of employer and parent volunteers and their volunteer activities.	

#### COMMENTS/RECOMMENDATIONS:

**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.**

**a. Network of support.** The academy is connected to an advisory board at the school level or the district level and has members from the district and high school administration, academy staff, employers, and post-secondary education. It may also include community representatives, academy parents, and students. The board incorporates viewpoints from all members. All educators participating on the board may or may not be voting members of the board.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Advisory Board for the academy includes members from less than 4 of the following categories: district and high school administration, academy teaching staff, supporting employers and institutions of higher education, community representatives, and academy parents and students. Generally, it seems that the board is driven by only a few members, and that viewpoints of most members of the board are not incorporated into academy decision-making.	Advisory Board for the academy includes members from 4 of the following categories: district and high school administration, academy teaching staff, supporting employers and institutions of higher education, community representatives, and academy parents and students. Generally, it seems that the viewpoints of most members of the board are incorporated into academy decision-making, with limited evidence from meetings and in talking with the members on-site	Advisory Board for the academy includes members from all of the following 8 categories: district and high school administration, academy teaching staff, supporting employers and institutions of higher education, community representatives, and academy parents and students. It is apparent that the board incorporates viewpoints from all of the members with evidence from meetings and in talking with the members on-site.	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Minutes and attendance records from advisory board meetings are missing or demonstrate that the board meets no more than once a year. Written agendas and outcomes are missing or not sufficiently detailed. The role of the board in policy making for the academy is not evident. The resource development role of the board is also not evident.	Minutes and attendance records from advisory board meetings demonstrate that the board meets no more than twice a year. Written agendas and outcomes exist, but are not sufficiently detailed. The role of the board in policy making for the academy is questionable. The resource development role of the board is also questionable.	Minutes and attendance records from advisory board meetings demonstrate that the board meets at least quarterly, with clearly articulated agendas and outcomes. The board is not chaired by a high school educator. It is recommended that the board is chaired by a business or community person. The role of the board in policy making and resource development is evident.	



**c. A healthy partnership.** Both through the advisory board and other interactions there is evidence of a partnership between the academy/high school and its host community. There needs to be a set of By-Laws or a memorandum of understanding (MOU) that clearly defines all roles.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
The documentation submitted and conversations with advisory board members and other external supporting partners do not provide substantial evidence of a healthy partnership between the academy and the community. By-laws and/or MOUs were not provided or do not provide sufficient definitions of roles. There were no defined functioning committees.	Documentation submitted and conversations with advisory board members and other external supporting partners indicate a developing partnership between the academy and the community that has a great deal of room to grow further. By-laws and/or MOUs were provided, with vague definitions of roles. There may or may not be a chair from business or the community and there was limited evidence of board committees.	Documentation submitted and conversations with advisory board members and other external supporting partners indicate a healthy partnership between the academy and the community. By-laws and/or MOUs were provided that clearly define roles. The board chair is a business or community person and there are defined functioning committees.	

**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).

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no evidence that academy students have a way to provide input to academy-specific policies and practices. Opportunities for student leadership within the academy are limited to no more than 5% of academy students, through avenues such as involvement on advisory board, focused conversations, or organized student government or leadership roles..	There is limited evidence that academy students have a way to provide input to academy policies and practices, which needs to be developed further. Between 5 and 25% of the academy students are offered opportunities for student leadership, through avenues such as involvement on advisory board, focused conversations, or organized student government or leadership roles.	There is substantial evidence that students voice is important, with students providing input into to the academy policies and practices. Additionally, at least 25% of academy students are offered opportunities for student leadership, through avenues such as involvement on advisory board, focused conversations, or organized student government or leadership roles.	

#### COMMENTS/RECOMMENDATIONS:

**NSOP 7. Teaching and Learning. The teaching and learning within an academy meets or exceeds external standards and college entrance requirements while differing from a comprehensive high school by focusing learning around a theme.**

**a. External standards.** The academic curriculum is framed around the Common Core State Standards (CCSS), national standards, or adopted state standards. The career and college curriculum is framed around national, state, post-secondary, the Common Career Technical Core, and/or career readiness standards.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
The academic and career and college curriculum in the academy is not framed around Common Core State Standards or any specific national standards for college and career readiness. There is not evidence of a connection between the academic curriculum and external industry-related standards, certifications, or post-secondary education requirements.	There is written evidence, e.g., policy that the academic curriculum within the academy is framed around Common Core State Standards, national standards, or adopted state standards, but samples of the implementation are not strong. There is some evidence that curriculum and instruction are aligned with industry standards related to the themed focus of the academy. The academy is just beginning to explore industry certifications and/or dual credit options.	There is written evidence, e.g., policy that the academic curriculum within the academy is framed around Common Core State Standards, national standards, or adopted state standards, with clear samples of teaching and learning that illustrate this. There is also strong evidence that curriculum and instruction are aligned with industry standards related to the themed focus of the academy. There are opportunities for either industry certifications and/or dual credit options.	

**b. Rigorous learning.** Coursework reaches high levels of English and mathematics, generally four years of each, in addition to substantial coursework in science and social studies. All graduates are qualified to attend a full range of post-secondary education options without the need for remediation because they have mastered curriculum that meets college entrance requirements.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Review of Program of Study and/or school-/district-level policies does not demonstrate the requirement of four years of English and Math, 3 years of Science and Social Studies. Over 75% of the graduates of the academy are not qualified to attend two or four-year colleges, as evidenced by their graduation standards.	Review of Program of Study and/or school-/district-level policies demonstrates the requirement of four years of English and Math, 3 years of Science and Social Studies. However, over 50% of the graduates of the academy are not qualified to attend two or four-year colleges, as evidenced by their graduation standards.	Review of Program of Study and/or school-/district-level policies demonstrates a requirement of four years of English and Math, 3 years of Science and Social Studies. At least 75% of the graduates of the academy are qualified to attend two or four-year colleges, as evidenced by their graduation standards.	

**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 21<sup>st</sup> Century Skills, and includes authentic project-based learning.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Integration, sequencing, and/or relevance of the curriculum are NOT obvious intentional goals of the curriculum and instruction. Review of the Program of Study does not show sequencing of theme-related classes or core subjects over the years. Project-based learning is not apparent. There is not evidence of ongoing, daily integration of themes and academic subjects, especially as related to the academy theme. Technology is not incorporated into the teaching and learning on a regular basis	Integration, sequencing, and/or relevance of the curriculum are somewhat apparent within the curriculum and instruction. Review of the Program of Study shows some sequencing of theme-related classes or core subjects over the years. Project-based learning is not used on a regular basis. There is not strong evidence of ongoing, daily integration of academy themes and academic subjects. Technology does not seem to be incorporated into the teaching and learning on a regular basis.	Integration, sequencing, and relevance of the curriculum are obvious, intentional goals of the curriculum and instruction. Review of the Program of Study illustrates sequencing of theme-related classes and core subjects over the years. Project-based learning is embedded into learning on a regular basis. There is strong evidence of ongoing, daily integration of academy themes and academic subjects. The use of technology is incorporated into the teaching and learning on a regular basis.	

**d. Post-secondary planning.** Students have access to career and post-secondary information, are provided guidance and advisement in these areas, and begin a written post-graduate 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 on-going personalized learning plan. Progress on this plan is reviewed by the student as well as parents/guardians, counselors, and advisors.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Only a limited number of students have a written, post-secondary, multiple-year plan by the end of their junior year. Counseling of students that includes career and college information is not obvious. Media regarding informational sessions, and student and parent attendance at the sessions is minimal and/or demonstrates that the planning is limited to a small percentage of academy students. There is not evidence that the “personalized learning plans” are reviewed by multiple people in advisor roles or that the students “own” their plans.	Half of the students have a written, post-secondary, multiple-year plan by the end of their junior year. Counseling of students that includes career and college information is obvious and evidenced by written plans, media regarding informational sessions, and student and parent attendance at the sessions, but the evidence does not show that all students participate in the planning and informational sessions. There is insufficient evidence of an intentional process whereby the personalized learning plans are systematically reviewed by multiple people in advisor roles.	All students have a written, post-secondary, multiple-year plan by the end of their junior year. Counseling of students that includes career and college information is obvious and evidenced by written plans, media regarding informational sessions, and student and parent attendance at presentations, with evidence that almost all of the students participate in the planning and informational sessions. There is strong evidence of an intentional process whereby the ongoing personalized learning plans are reviewed by multiple people in advisor roles and that the students “own” their plans.	

**e. Dual credit options.** Options for post-secondary credit exist in a variety of ways and may include articulation agreements, dual credit and/or college credit for upper classmen, concurrent credit, AP, AICE, and IB credit. The academy articulated upper level curriculum with relevant post-secondary programs.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Agreements with local colleges are not available. There is no clear or systematic evidence that the academy upper level curriculum articulates with relevant college programs. A small percentage (less than 25%) of the academy students participate in opportunities for college credit, (e.g., dual enrollment, dual credit, Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education).	Agreements with local colleges provide evidence that dual credit courses and/or college credit opportunities are available. The academy upper level curriculum articulates with relevant college programs. Some (25% to 50%) of the academy students participate in opportunities for college credit, (e.g., dual enrollment, dual credit, Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education).	Agreements with local colleges provide evidence that dual credit courses and/or college credit opportunities are available. The academy upper level curriculum articulates with relevant college programs. A large percentage (50% to 75%) of the academy students participate in opportunities for college credit, (e.g., dual enrollment, dual credit, Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education).	

**f. Development of a portfolio.** The student portfolio is created and sustained throughout the academy experience.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no or very limited opportunity for academy students to develop a portfolio that represents the academy focus or theme and that include their resume and other personal artifacts. Only a small percentage of academy graduates will be exposed to this opportunity.	There is some discussion and work around student portfolio development, but it is not sustained throughout the academy experience. Less than half of the academy graduates will be exposed to this opportunity.	Academy students develop a portfolio throughout the years. The portfolio reflects what they have learned, as well as their resume and other pertinent information. All of the seniors will have a portfolio.	

**g. Participation in a capstone project.** The senior year capstone project is reflective of the academy in which students are participating.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no evidence of a capstone experience for the career academy seniors.	The capstone experience is relatively new, and not all seniors participate. While it could become a positive experience, it is not yet well developed.	All academy students will participate in a well developed, structured capstone experience in their senior year. It will reflect a project or specific assignment related to the academy theme. There may be a panel of judges or some identified manner in which students provide a presentation.	

**COMMENTS/RECOMMENDATIONS:**

**NSOP 8. Employer, Post-Secondary 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.**

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is not or there is an unclear relationship between the selection of the academy focus and the relevant community industries and employer base. It is not clear whether the academy focus allows for adequate involvement of volunteers or will support local economic and workforce development.	There is limited evidence of a link between the academy focus and community industries and employer base. However, it is questionable whether the selection of the career field will allow for adequate involvement of volunteers and/or will support local economic and workforce development.	Specific reports, statistics, or other evidence provide clear evidence that the academy focus was selected to fit with the community industries and employer base to allow for adequate involvement of volunteers and to support local economic and workforce development.	

**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, college and other post-secondary education tours, and teacher externships.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
<p>The academy has minimal partners (employer, higher education, community representative) who provide 1-2 of the following resources:</p> <ul style="list-style-type: none"> <li>• classroom or academy speakers</li> <li>• field trip/extended learning</li> <li>• job-shadowing opportunities</li> <li>• mentors</li> <li>• student internships</li> <li>• community service opportunities</li> <li>• college tours</li> <li>• teacher externships</li> </ul>	<p>The academy has external partners (employer, higher education, community representative) who provide at least half of the following resources, such that at least half are covered:</p> <ul style="list-style-type: none"> <li>• classroom or academy speakers</li> <li>• field trip/extended learning</li> <li>• job-shadowing opportunities</li> <li>• mentors</li> <li>• student internships</li> <li>• community service opportunities</li> <li>• college tours</li> <li>• teacher externships</li> </ul>	<p>Each of the following resources or activities is provided by at least one external partner (employer, higher education, community representative), such that all resources are provided:</p> <ul style="list-style-type: none"> <li>• classroom or academy speakers</li> <li>• field trip/extended learning</li> <li>• job-shadowing opportunities</li> <li>• mentors</li> <li>• student internships</li> <li>• community service opportunities</li> <li>• college tours</li> <li>• teacher externships</li> </ul>	

**c. Citizenship.** The academy fosters a culture of respect for others regardless of background and encourages student contributions as global citizens.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
None of the student work, samples of project-based learning, or curriculum components incorporates an intentional focus on global citizenship, with emphasis on identity, loyalty, responsibility, and rights. There is no evidence of an academy culture based on respect for others.	It is not clear how the academy intentionally fosters respect for others or encourages global citizenship, with an emphasis on identity, loyalty and responsibility, and rights, on a systematic and/or intentional basis. There is limited evidence of how the academy fosters a culture of respect for others.	Samples of curriculum components, project-based learning, or student work clearly demonstrate that academy students are exposed to the idea of and encouraged to contribute to global citizenship. There is an obvious focus on creating an academy culture of respect for others and pride in diversity.	

**d. Work-based learning.** The academy offers work-based learning opportunities for all students through such things as shadowing, field experiences, mentoring, internships, apprenticeships, special events or community service that the advisory board and the school district team determine are the best approach for that academy and community.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There are not sufficient work-based learning opportunities for academy students. The participation rate is lower than 50%. There is not a clear process whereby ALL academy students are provided information about available work-based learning opportunities and given a chance to explore their interests. There is not a clear process where the academy team and advisory board have created a sequential three or four year plan.	Work-based learning opportunities are offered to SOME academy students, with approximately 75% of the academy students participating by the end of their senior year. There is not necessarily a clearly outlined sequential three to four year work based learning plan.	Work-based learning opportunities are clearly offered to ALL academy students with at least 90-100% participating by the end of their time in the academy. There is a process in which the academy team and advisory board create a sequential three or four year plan for academy students with specific activities occurring within different grade levels. These can include shadowing, mentoring, field experiences, tours, college visits, internships, community service or others. Evidence from advisory board meeting documentation, partner self-report, or work-based learning rosters to support this is available.	

**COMMENTS/RECOMMENDATIONS:**

**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.

**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.

DEVELOPING	EMERGING	EXEMPLARY	EXEMPLARY
Data submissions for both the academy- and school-level populations are NOT COMPLETE for most of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional education, English language learners.	Data submissions 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 education, English language learners.	Data submissions for both the academy- and school-level populations are ADEQUATE for the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional education, English language learners.	

**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 need to be aligned to the Common Core State Standards (CCSS) and longitudinal data are collected.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Data submissions for both the academy- and school-level populations are NOT COMPLETE 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, graduation rates. The alignment of student outcome measures with CCSS or national standards is not present or unclear. Group-level data are not available for multiple years.	Data submissions for the academy- and/or school-level populations are INADEQUATE for some 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, graduation rates. The alignment of student outcome measures with CCSS or national standards is vague. Group-level data are available for the current and previous school year.	Data submissions for both the academy- and school-level populations are ADEQUATE 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, graduation rates. The alignment of student outcome measures with CCSS or national standards is clear. Group-level data are available for the current year and two previous years.	



**c. Technical learning.** Measures include knowledge of the field’s terminology, technical concepts, and ability to apply English, math, and other academic skills to authentic real world projects. Where appropriate, industry recognized credentials, certifications, or licenses are incorporated.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is no evidence that technical learning of at least 11th and 12th graders is measured through classroom standards specific to CTE or through the application of academics to authentic real world projects. No industry certifications have been identified.	There is evidence that some technical learning in the career academy is being measured, but there is does not appear to be well-constructed plan. Industry certifications may have been explored or dual credit, but few students are engaged in either one.	The technical learning of at least 11th and 12th grade academy students is measured through classroom standards specific to CTE and through application of academics to authentic real world projects. There is one or more industry related certifications or dual credit options available to students.	

**d. Accurate reporting.** Analysis of the data elements is reported accurately and fairly regardless of the results.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
It is unclear how the data used for reporting student demographic and outcomes information were collected. It is impossible to be confident that the data are representative of the academy and the school. The academy’s reporting and use of the data do not represent fair or complete understanding of the information.	The data used to obtain demographic and outcomes information seem to be collected through objective and legitimate means, but the degree to which they are representative of the academy and the school is not certain. It is difficult to determine whether the academy’s reporting and use of the data represent fair and rational understanding of the information.	The data used to obtain demographic and outcomes information are collected through objective and legitimate means, in a way that makes them representative of the academy and the school. The academy’s reporting and use of the data represent fair and rational understanding of the information.	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
The analysis of the data does not allow the reviewer to make a clear determination of whether and how much the academy improves student performance. Improved student outcomes are not demonstrated by longitudinal or comparative (non-academy) data on academy-level rates of student dropouts, academic success, or post-secondary enrollment metrics over time.	Analysis of the data leaves the reviewer with an ambiguous determination of the degree to which the academy improves student performance. The presentation and analysis of the data do not point to a definitive determination that improved student outcomes have occurred, based on metrics of academy-level rates of student dropouts, academic success, or post-secondary enrollment metrics over time, and, if relevant, comparison to non-academy students in the school.	Analytical study of the data makes it obvious that the academy improves student performance. The reviewer is able to make a clear determination of the degree of the impact of the academy by the academy's presentation and analysis of longitudinal data on academy-level rates of student dropouts, academic success, or post-secondary enrollment metrics over time, and, if relevant, comparison to non-academy students in the school.	

**COMMENTS/RECOMMENDATIONS:**

**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.**

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
Artifacts and conversations do not provide a clear understanding of the process by which academy implementation is analyzed, within a continuous improvement framework. There are no written outcomes of the process; internal members and external partners do not have a clear understanding of this process. Not all key stakeholders are clearly asked for input regarding strengths and weaknesses. The process for following up on the feedback as part of a cycle of improvement is not present.	Artifacts indicate a vague process for analyzing academy implementation within a continuous improvement framework, but the process and results are not clearly written and distributed, such that the academy members and external partners can respond to the information. Not all key stakeholders seem to be asked for input regarding strengths and weaknesses of the academy implementation. The process for following up on the feedback as part of a cycle of improvement is not clear.	A clear process for analyzing academy implementation within a continuous improvement framework is presented – the process and results are written and communicated at the academy level to internal and external members and partners. Key stakeholders are clearly asked for input regarding strengths and weaknesses. There is a known process for following up on the feedback as part of a cycle of improvement.	

**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.

DEVELOPING	EMERGING	EXEMPLARY	EVIDENCE
There is not a plan for modifying academy design and/or implementation based on examination of current implementation. If refinements are mentioned, only a few of the academy members or partners seem to be involved and the process does not appear to be organized or deliberate.	Plans to refine academy design and implementation are known to some but not all academy members and external partners. There seem to be vague timelines that do not clearly identify plans for improvement or the individuals responsible for carrying out the plans.	Plans to refine academy design and implementation are written and clearly known to academy members and external partners. There are timelines that identify plans for improvement and individuals responsible for carrying out the plans. The academy's mission, goals, and benchmarks are altered, if needed.	

**COMMENTS/RECOMMENDATIONS:**