



**National Career Academy Coalition (NCAC)**

**P.O. Box 121161  
Nashville, Tennessee 37212  
872.356.6222  
[www.ncacinc.com](http://www.ncacinc.com)  
Pre-Academy Rubric**

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.

| <b>Scores and Status</b>   |           |
|----------------------------|-----------|
| <i>Model w/Distinction</i> | 103 - 105 |
| <i>Model</i>               | 93 - 102  |
| <i>Certified</i>           | 65 - 92   |
| <i>In-progress</i>         | < 65      |

October 2023

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| <p><b>NSOP 1. Defined Mission and Goals.</b><br/>The pre-academy has a written mission with goals and benchmarks. These are developed by and available to the administrators, teachers, students, parents, advisory board, and others involved in the pre-academy. These include at least the following elements: connect college and career; raise and maintain student aspirations; increase student achievement; show a commitment to equity.</p>                         |   |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. College and career connections.</b><br/>A pre-academy's aim is to prepare all students for secondary, postsecondary education, and careers. Pre-academies enable students to complete 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.</p>  |   |   |   |
| <b>0</b>   | <b>1.5</b>  | <b>3</b>  | <b>Sample Evidence</b>  |
| <p>There is no evidence of middle school, postsecondary and career connections in the mission and goal statements nor are there appropriate, time-bound, specific, measurable objectives representing this component.</p>  | <p>There is evidence of middle school, postsecondary education and career connections in the mission and goals. However, appropriate, time-bound, specific, measurable objectives representing this component are inadequate.</p> | <p>The mission and goals clearly emphasize the strong commitment of the school to focus on middle school academy preparation and the connection to high school academies, postsecondary education and careers. Appropriate, time-bound, specific, measurable objectives representing these components are identified.</p> |   |
| <p><b>b. Student aspirations.</b><br/>A pre-academy seeks to raise, maintain, and increase the level of students' motivation while in elementary school by giving a focus to the progressive system of postsecondary and career experience reflecting their own talents, aspirations, and interests. Continued personal awareness and exposure, along with curriculum and experiential components and extra-curricular choices, also help to provide guidance.</p>           |   |   | <p><b>Sample Evidence</b></p>                                   |
| <b>0</b>   | <b>1.5</b>  | <b>3</b>  |   |
| <p>There is no evidence of raising or maintaining student aspirations or commitment in the mission and goals statements and nor are there appropriate, time-bound, specific, measurable objectives representing this component.</p>  | <p>The mission and goals reflect a commitment to maintaining student aspirations. However, appropriate, time-bound, specific, measurable objectives representing this component are inadequate.</p>                               | <p>The mission and goals clearly emphasize the strong dedication to raise and maintain student aspirations and commitment. Appropriate, time-bound, specific, measurable objectives representing this component are identified.</p>   |   |
| <p><b>c. Student achievement.</b><br/>The pre-academy provides support to all of its students to maintain and increase their achievement in elementary school. This support comes through close relationships with teachers and fellow students, rigorous and relevant curriculum, and experience with career and education options outside of the elementary school, including a strong focus on personalization with a collaborative environment for all stakeholders.</p> |   |   | <p><b>Sample Evidence</b></p>                                   |
| <b>0</b>   | <b>1.5</b>  | <b>3</b>  |   |
| <p>There is no evidence of increasing student achievement in the mission. There are not appropriate, time-bound, specific, measurable objectives representing this component.</p>  | <p>The mission and goals reflect a commitment to support students in maintaining and increasing their achievement. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.</p>       | <p>The mission and goals clearly emphasize the strong dedication of the school to strive to increase student achievement. Appropriate, time-bound, specific, measurable objectives representing this component are identified.</p>  |   |

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| <p><b>d. Commitment to equity.</b><br/>                 The school ensures that the pre-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 pre-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> |  |   | <b>Sample Evidence</b> |
| <b>0</b>   | <b>1.5</b>   | <b>3</b>  |                        |
| <p>There is no evidence of a commitment to equity in the mission and goals. There are not appropriate, time-bound, specific, measurable objectives representing this component.</p>  | <p>The mission and goals reflect a focus on ensuring pre-academy demographics represent the school population. However, appropriate, time-bound, specific, measurable objectives representing this component are not identified or are inadequate.</p>   | <p>The mission and goals clearly emphasize the commitment to ensure the pre-academy demographic mix represents the school population. Appropriate, time-bound, specific, measurable objectives representing this component are identified.</p>  |                        |
| <p><b>e. Stakeholder involvement.</b><br/>                 Stakeholders are involved in the development and/or review of the mission and goals. Additionally, there are clear benchmarks for assessing how the mission and goals are met.</p>  |  |   | <b>Sample Evidence</b> |
| <b>0</b>   | <b>1.5</b>   | <b>3</b>  |                        |
| <p>There is no evidence of collaboration with relevant stakeholder groups in the development/review of the mission, goals, and associated benchmarks. There is also no evidence the mission and goals were communicated to, and known by, all relevant stakeholder groups.(Relevant stakeholder groups include, at a minimum, pre-academy students, parents, faculty and staff, partners, and advisory board members.)</p>   | <p>Evidence demonstrates limited collaboration from relevant stakeholder groups in the development/review of the mission, goals, and benchmarks; AND/OR limited 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, pre-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 that the mission and goals were communicated to, and are known by, all relevant stakeholder groups, not only the representatives who assisted with development.(<i>Relevant stakeholder groups include, at a minimum, pre-academy students, parents, faculty and staff, partners, and advisory board members.</i>)</p> |                        |

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| <p><b>NSOP 2. Pre-Academy Design.</b><br/> <b>The pre-academy has a well-defined structure reflecting a system of progressive postsecondary and career exposure experiences, supporting them in making more informed choices in middle and high school.</b></p>  |   |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Cross-grade articulation.</b><br/>                 The pre-academy incorporates an experience ending in the final year of elementary school, with articulation in its teacher team, curriculum, and instruction across grade levels.</p>  |   |   |   |
| <b>0</b>   | <b>1.5</b>  | <b>3</b>  | <b>Sample Evidence</b>  |
| <p>The pre-academy incorporates one or more grade levels. There are limited opportunities for articulation across subject areas in the teacher teams through their curriculum and instruction.</p>   | <p>The pre-academy incorporates one or more grade levels. There are opportunities for articulation across subject areas in the teacher teams through their curriculum and instruction, but the degree to which continuity is realized is neither clear nor monitored.</p>   | <p>The pre-academy incorporates three or more grade levels. There is clear continuity within the teacher teams through their curriculum and instruction. Common planning time agendas reveal that time is given to subject integration at each grade level.</p> |   |
| <p><b>b. Postsecondary and career exposure</b><br/>                 The pre-academy has a clear system of progressive postsecondary and career exposure experiences.</p>   |   |   |   |
| <b>0</b>   | <b>1.5</b>  | <b>3</b>  | <b>Sample Evidence</b>  |
| <p>Less than 50% of pre-academy students participate in both postsecondary and career exposure at each grade level.</p>  | <p>At least 50% of pre-academy students participate in both postsecondary and career exposure at each grade level.</p>  | <p>All pre-academy students participate in both postsecondary and career exposure experiences at each grade level.</p>  |   |
| <p><b>c. Small size, supportive atmosphere.</b><br/>                 The pre-academy maintains personalization through limited size, academy staff teamwork (including counselors, librarian/media specialists, pre-academy-based administrators, and other support staff), and a supportive atmosphere.</p> |   |   |   |
| <b>0</b>   | <b>1.5</b>  | <b>3</b>  | <b>Sample Evidence</b>  |
| <p>The pre-academy team/teams has no formalized process or structure to provide individual support for their students. Neither pre-academy students nor faculty identify themselves with their pre-academy team.</p>   | <p>The pre-academy is composed of a team/teams of faculty with pre-academy students. The pre-academy team/teams utilizes its small size to provide individual supports to pre-academy students and maintain an atmosphere where students feel supported but the sense of belonging within the pre-academy is not evident.</p> | <p>The pre-academy is composed of a team/teams of faculty that work together collaboratively to support their students. It is evident that students and faculty members feel a sense of belonging within the school.</p>  |   |

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| <p><b>NSOP 3. Host Community and Elementary School. Pre-academies exist in a variety of district and elementary school contexts, which are important determinants of a pre-academy's success.</b></p>   |   |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Support from the Board of Education and Superintendent.</b><br/>Pre-academies are an integral part of the elementary school improvement strategy for the district and school choice options. The district Board of Education is aware of the pre-academy and its mission and goals, and is on public record in support. Likewise, the Superintendent publicly endorses the pre-academy and offers active support. Both serve as pre-academy liaisons to the broader community and encourage coordination of similar pre-academies across the district.</p> |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p> <p>The Board of Education or Superintendent is aware of pre-academies in the at the elementary level and is on public record in support of the initiative. However, there is no indication that pre-academies are an integral part of improvement strategies for the district. Evidence of active support is lacking. Evidence of coordination of similar academies across the district is not present.</p>   | <p><b>1.5</b></p> <p>Members of the Board of Education or the Superintendent have participated in academy-specific activities, e.g., open houses, Advisory Board meetings, or pre-academy partner recruitment. At least one member or the Superintendent is aware of the academy's functioning, partners, activities, mission, and goals.</p>   | <p><b>3</b></p> <p>The pre-academy can rely on at least one specific member of the Board of Education or the Superintendent to serve as a supporter. The pre-academy can call on them to participate in specific events, garner support, and/or represent the pre-academy in other community and/or district meetings. Implementation of an intentional improvement strategy, with the potential for growth across the district is evident.</p> |   |
| <p><b>b. Support from the principal and elementary school administration.</b><br/>Pre-academies are an integral part of the school improvement strategy. The elementary school principal and other administrators are knowledgeable about the pre-academy, advocate for it publicly, and are actively involved in its funding, staffing, and support. They contribute to a positive pre-academy profile within the elementary school.</p>   |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p> <p>The Principal and administration are knowledgeable about the pre-academy but there is no evidence they embrace the pre-academy or pre-academy model as a defining characteristic of the elementary school. There is not pre-academy team-specific administrative leadership.</p>   | <p><b>1.5</b></p> <p>The Principal and administration are knowledgeable about the pre-academy, support the pre-academy, and embrace the pre-academy and pre-academy model as a defining characteristic of the elementary school. There is a pre-academy team-specific administrator who is knowledgeable about the academy activities, functioning, partners, mission, and goals.</p> | <p><b>3</b></p> <p>There is documentation that the principal fully supports the pre-academy through advocacy, staffing, and other support, with a commitment to the pre-academy model as a defining characteristic of the elementary school. There is pre-academy administrative leadership assigned to and instrumental to the overall and daily planning, functioning, and monitoring of the pre-academy.</p>                                 |   |
| <p><b>c. Adequate funding, facilities, equipment, and materials.</b><br/>District and elementary school administrative support results in appropriate pre-academy scheduling, adequate pre-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 elementary school to the success of the pre-academy.</p>   |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>   | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |

NSOP 3

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| <p>The pre-academy identifies substantial resource needs (funding, facilities, equipment, or materials) that cannot be addressed with existing plans or actions. These result in barriers to the general overall functioning of a pre-academy.</p> | <p>The pre-academy has some unmet needs, resulting in barriers to supportive programming efforts, 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 pre-academy can reach its full potential.</p> | <p>Adequate funding, facilities, equipment, and materials have resulted in supportive scheduling and operations of the pre-academy design. The district has provided the needed support for the pre-academy structure.</p> |  |
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| <p><b>NSOP 4. Faculty and Staff.</b><br/> <b>Appropriate staff selection, leadership, certification, and cooperation are critical to the pre-academy's success.</b></p>  |  |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Teacher Leader(s)/Coordinators.</b><br/>                 One teacher (sometimes two) and a dedicated school administrator take the lead, serving as the Pre-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.</p>   |  |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p> <p>It is unclear whether there is a pre-academy teacher team leader/coordinator for the academy. Policies related to release time and/or stipend for the roles are unclear. The leader/coordinator participates in only a few of the activities listed: attends advisory board meetings, interacts with administrators, manages the pre-academy budget, helps coordinate team professional development, and helps coordinate involvement of the middle school, parents, and students.</p>  | <p><b>1.5</b></p> <p>There is at least one teacher who serves as the pre-academy leader. This role is not completely clear. Reimbursement of time or stipend for the role of team leader is not clear. They participate in approximately half of the activities listed: attend advisory board meetings, interact with administrators and board members, manage the pre-academy budget, help coordinate team professional development, and help coordinate involvement of the middle school, parents, and students.</p>   | <p><b>3</b></p> <p>There is a strong teacher team leader/coordinator who receives release time and/or stipend for the role, and a dedicated administrator assigned to the pre-academy. The leader and pre-academy administrator participate in all of the activities listed: attend advisory board meetings, interact with administrators, manage the pre-academy budget, help coordinate team and grade level professional development, and help coordinate involvement of the middle school, parents, and students.</p> |   |
| <p><b>b. Pre-academy staff.</b><br/>                 Pre-academy staff are certified in their field, work in the pre-academy, and are committed to its mission and goals. Since a pre-academy's success rests on good teaching and good teamwork among a group of staff, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the pre-academy, work together as a team, and teach a majority of their classes in the pre-academy. The pre-academy staff design instruction and curriculum around broad career themes and cooperatively share the duties of operating a pre-academy.</p>    |  |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p> <p>While some team members report they willingly became involved in the pre-academy, others were assigned to the pre-academy team. Teachers within the pre-academy teach less than half of their classes (or students) within the pre-academy team. Only a small portion of team members has relevant certifications for their roles as academic, themed, administrative, or support positions. It is obvious many of the pre-academy team members do not understand or support the philosophy and purpose of the pre-academy. Pre-academy team members do not work collaboratively and do not share duties of operating a pre-academy team.</p> | <p><b>1.5</b></p> <p>Team members report they volunteered and/or willingly became involved in the academy. Examination of the master school schedule shows that teachers within the pre-academy teach less than 50% of their classes (or students) within the pre-academy team. Most of the team members have relevant certifications 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 pre-academy. Approximately half of the team members work cooperatively as a team and sharing duties of operating the pre-academy.</p> | <p><b>3</b></p> <p>Team members have relevant certifications in their roles as academic, themed, administrative, or support roles. It is evident all of the pre-academy/grade level team members understand and support the philosophy and purpose of the pre-academy, work cooperatively, sharing duties of operating the pre-academy.</p>   |   |

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| <p><b>c. Support from the counselors, non-academy teachers, and classified staff.</b><br/>                 Counselors are members of the pre-academy team and are experts in supporting middle school readiness and career exposure. Non-academy and classified staff are also important to its operation. They understand the value of the pre-academy and help in transitioning students to the middle school.</p>                                    |   |  | <p><b>Sample Evidence</b></p> |
| <p><b>0</b></p>   | <p><b>1.5</b></p>   | <p><b>3</b></p>  |                               |
| <p>There is not a strong understanding of the value of the pre-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 pre-academy. Counselors are not necessarily assigned to students within this pre-academy team. Counselors do not provide student support in relation to academy specific counseling for high school readiness and career exposure.</p> | <p>Counselors are somewhat supportive of the pre-academy team, but there is not strong evidence of their pre-academy support through specific counseling for secondary readiness and career exposure. Pre-academy team counselor(s) work with pre-academy students, and other students in the school. The counselors and non-pre-academy staff have received some training and are familiar with the pre-academy.</p> | <p>Counselor(s) are intentionally assigned to the pre-academy. There is strong evidence of their support in providing secondary and career readiness specific counseling. Students know they have a designated counselor. The counselors, other faculty, and classified staff are knowledgeable about the pre-academy.</p> |                               |



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| <p><b>NSOP 5. Professional Development and Continuous Learning.</b><br/>                 Since a pre-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>               |  |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Common planning time.</b><br/>                 The site administrator ensures that pre-academy staff are provided common planning time within the elementary school schedule for purposes of program coordination, curricular integration, business involvement, and resolution of student challenges.</p> |  |   |   |
| <p><b>0</b></p>   | <p><b>1.5</b></p>  | <p><b>3</b></p>   | <p><b>Sample Evidence</b></p>                                   |
| <p>Less than half of the teachers identified as pre-academy team members have common planning in their schedules. There is no evidence showing this time is used for program coordination, curricular integration, and resolution of student problems.</p>  | <p>Approximately half of the teachers identified as being part of the pre-academy team have regularly scheduled common planning time. Evidence shows this time is used for program coordination, curricular integration, or resolution of student problems. Evidence shows approximately half of the pre-academy team members participate in the common planning on a regular basis.</p> | <p>Intentional scheduling of grade level common planning is evident in the master school schedule, with regularly scheduled common planning for all pre-academy grade level teachers. Evidence shows this time is used for program coordination, curricular integration, and resolution of student problems, and indicates all of the pre-academy grade level teachers consistently participate in the common</p> |   |
| <p><b>b. Professional development.</b><br/>                 Experts provide pre-academy staff with training in the National Standards of Practice, project-based learning, performance assessment, curricular integration, student support, employer involvement, etc.</p>  |  |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>   | <p><b>1.5</b></p>  | <p><b>3</b></p>   |   |
| <p>Evidence indicates inadequate training for pre-academy team members in the pre-academy structure, project based learning, curricular integration, and student support. There is no plan to on-board and provide professional development for new academy team members.</p>                                       | <p>Evidence indicates adequate training for approximately half of the team members in the pre-academy structure, curricular integration, and student support. There has been limited training in how to work specifically with pre-academy students.</p>   | <p>Evidence indicates adequate training for all pre-academy members in the pre-academy structure (NSOP), project-based learning, curricular integration, student support and other relevant pre-academy specific professional development. A formal plan has been implemented to on-board and provide the necessary professional development for new pre-academy team members.</p>                                |   |
| <p><b>c. Volunteer orientation.</b><br/>                 Business, community, and post-secondary volunteers are adequately prepared for their roles as speakers, field experience hosts, mentors, etc. This may include orientation and/or written guidelines.</p>  |  |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>   | <p><b>1.5</b></p>  | <p><b>3</b></p>   |   |

NSOP 5

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| <p>Less than half of the external partners and advisory board members report they were adequately prepared for their roles as speakers, field trip hosts, and mentors. Less than half of the external volunteers reported they received an orientation, There is no evidence of business, community, parents, and middle school volunteers and their activities.</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, and mentors. At least half of external volunteers report they received orientation. There is limited evidence of business, community, parents, and middle school volunteers and their activities.</p> | <p>All 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 pre-academy. All external volunteers report they received an orientation. There is evidence of all business, community, and parents volunteers and their activities within the pre-academy.</p> |  |
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| <p><b>NSOP 6. Governance and Leadership.</b><br/> <b>The pre-academy has a governing structure that incorporates the views of all stakeholders and the leaders of the advisory board.</b></p>   |   |  | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Network of support.</b><br/>                 The pre-academy is connected to an advisory board at the school level or the district level and has industry representation. It has members from the district and school administration, pre-academy staff, middle school representatives, business partners, community, and parents. It may also include postsecondary representatives and students. The board incorporates viewpoints from all members.</p> |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p> <p>The advisory board is non-existent. There may be an informal group that meets sporadically.</p>  | <p><b>1.5</b></p> <p>The advisory board for the pre-academy includes members from the middle schools, district office, business partners, community, and parents. Evidence indicates the board may incorporate viewpoints from some of the members.</p>   | <p><b>3</b></p> <p>The advisory board for the pre-academy includes members from each of the following categories: district and school administration, pre-academy staff, middle school representatives, business partners, community, and parents. It is evident the board respects viewpoints from all of the members in pre-academy decision-making.</p> |   |
| <p><b>b. Regular meetings.</b><br/>                 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 pre-academy. It also serves as a center of resource development.</p>  |   |  |   |
| <p><b>0</b></p> <p>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.</p>  | <p><b>1.5</b></p> <p>The advisory board meets no more than twice a year. Written agendas and outcomes exist but are not sufficiently aligned with the academy mission, goals, and benchmarks. Defined roles of the board in policy making and resource development for the academy are unclear.</p> | <p><b>3</b></p> <p>The advisory board meets at least quarterly, with clearly articulated agendas and outcomes aligned with the pre-academy mission, goals, and benchmarks. Defined roles of the board in policy-making and resource development are evident.</p>   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>c. A productive partnership.</b><br/>                 There is evidence of a partnership between the pre-academy/elementary school and its host community. There needs to be a set of By-Laws and/or a memorandum of understanding (MOU) that clearly defines all roles.</p>  |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p> <p>There is no evidence of a partnership between the pre-academy advisory board, middle school, and community partners, but it is in the planning stages.</p>   | <p><b>1.5</b></p> <p>It is evident there is a developing partnership between the pre-academy advisory board, middle school, and community partners. By-laws and/or MOUs include vague definitions of roles. The chair/co-chair is not a business or postsecondary partner.</p>                      | <p><b>3</b></p> <p>It is evident there is a productive relationship between the pre-academy and the advisory board, and middle school 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 community partner.</p>                                     |   |
| <p><b>d. A student voice.</b><br/>                 Students have avenues through which they can provide input to the pre-academy policies and practices, thus providing opportunities for student leadership.</p>   |   |  |   |

NSOP 6

| 0   | 1.5  | 3   | Sample Evidence |
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| <p>There is no evidence pre-academy students provide input to pre-academy-specific policies and practices. Opportunities for student leadership are limited to no more than 5% of pre-academy students, through avenues such as the academy advisory board, focus groups, organized student government, clubs, and/or leadership roles in co- and extra- curricular or after school based activities.</p> | <p>There is limited evidence pre-academy students provide input to pre-academy policies and practices. Between 5% and 25% of the pre-academy students participate in student leadership through avenues such as the pre-academy advisory board, focus groups, organized student government, clubs, and/or leadership roles in co- and extra-curricular or after school based activities.</p> | <p>It is evident student voice is important, and students provide input to the pre-academy policies and practices. Additionally, at least 25% of pre-academy students participate in student leadership, through avenues such as the pre-academy advisory board, focus groups, organized student government, clubs, and/or leadership roles in co- and extra-curricular or after school based activities.</p> |                 |

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| <p><b>NSOP 7. Teaching and Learning.</b><br/> <b>The teaching and learning within a pre-academy meet or exceed external standards and middle school readiness requirements while differing from a traditional elementary school by focusing pre-academy learning around career themes.</b></p>   |   |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. External standards.</b><br/>                 The academic curriculum is framed around national standards, or approved state standards. The career and postsecondary exposure curriculum are framed around national, state, postsecondary, and/or career readiness standards.</p>  |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |
| <p>The academic curriculum is not framed around state/national standards for middle school, postsecondary, and career readiness.</p>   | <p>The academic curriculum within the pre-academy is framed around approved state or national standards. However, evidence of teaching and learning shows limited alignment with those standards. There are opportunities open to less than 50% pre-academy students to complete relevant awareness and readiness certifications (e.g., internet safety, keyboarding, career exposure, interest inventories, etc.).</p> | <p>The academic curriculum within the pre-academy is framed around approved state and/or national standards. In the pre-academy, curriculum and instruction are aligned with these standards. There are opportunities open to all pre-academy students to complete relevant awareness and readiness certifications (e.g., internet safety, keyboarding, career exposure, interest inventories, etc.).</p> |   |
| <p><b>b. Rigorous learning.</b><br/>                 Coursework reaches high levels of language arts, mathematics, science, social studies, and career education exposure. Upon completion of the pre-academy, students are on track for matriculation into middle school and are prepared for entry into middle school academies.</p> |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |
| <p>Review of pre-academy coursework illustrates a course in language arts, mathematics, science and social studies. There are no opportunities for middle school readiness and career exposure. Less than 40% of the students are on track for promotion to the next grade level and/or entry into middle school.</p>                  | <p>Review of the pre-academy coursework illustrates a course in language arts, mathematics, science and social studies. There are opportunities for middle school readiness and career exposure. More than 70% of the students are on track for promotion to the next grade level and/or entry into middle school.</p>  | <p>Review of the pre-academy coursework demonstrates requirements for language arts, mathematics, science, and social studies. 100% of students participate in opportunities for middle school readiness and career exposure. At least 90% of the students are on track for promotion to the next grade level and/or entry into middle school.</p>  |   |
| <p><b>c. Sequenced, integrated, and relevant curriculum.</b><br/>                 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.</p>       |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |
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| <p>Integration, sequencing, and/or relevance of the curriculum are obvious intentional goals of the curriculum and instruction. However project-based learning is not embedded into learning on a regular basis. The use of technology is not incorporated on a regular basis. Relevant 21st Century Skills such as team work, problem solving and critical thinking are not intentionally incorporated into classroom work.</p> | <p>Integration, sequencing, and/or relevance of the curriculum are obvious. Project-based learning and the use of technology are embedded into learning only once during the year. Relevant 21st Century Skills such as team work, problem solving and critical thinking are not intentionally incorporated into the classroom work.</p> | <p>Integration, sequencing, and/or relevance of the curriculum are intentional goals of instruction in all pre-academy classes. Project-based learning is embedded into learning on a regular basis. There is on-going integration of pre-academy themes in core academic subjects. The use of appropriate, relevant technology is embedded into teaching and learning on a consistent basis.</p> |                               |
| <p><b>d. Extended learning and career exposure options.</b><br/>Options for extended learning exist in a variety of ways. Students are engaged in one or more self-awareness and career exposure experiences integrated in pre-academy classes.</p>  |  |   |                               |
| <p><b>0</b></p>  | <p><b>1.5</b></p>  | <p><b>3</b></p>   | <p><b>Sample Evidence</b></p> |
| <p>Less than 50% of students participate in extended learning (field trips to middle schools, businesses, service learning, etc.) outside of the classroom. 75% of students in the pre-academy have participated in self-awareness and career exposure experiences before transitioning to middle school.</p>  | <p>At least 50% of students participate in extended learning (field trips to middle schools, businesses, service learning, etc.) outside of the classroom. 75% of students in the pre-academy have participated in self-awareness and career exposure experiences before transitioning to middle school.</p>                             | <p>All pre-academy students participate in extended learning (field trips to middle schools, businesses, service learning, etc.) outside of the classroom. 100% of students in the pre-academy have participated in self-awareness and career exposure experiences before transitioning to middle school.</p>   |                               |
| <p><b>e. Development of a portfolio.</b><br/>The student portfolio is created and sustained throughout the pre-academy experience.</p>   |  |   |                               |
| <p><b>0</b></p>  | <p><b>1.5</b></p>  | <p><b>3</b></p>   | <p><b>Sample Evidence</b></p> |
| <p>Less than 50% of pre-academy students matriculate to middle school with a portable portfolio developed through the pre-academy elementary experience. The portfolio reflects their learning, self-awareness and interest inventories, and career exposure.</p>  | <p>At least 50% of pre-academy students matriculate to middle school with a portable portfolio developed through the pre-academy elementary experience. The portfolio reflects their learning, self-awareness and interest inventories, and career exposure.</p>   | <p>All pre-academy students matriculate to middle school with a portable portfolio developed through the pre-academy elementary experience. The portfolio reflects their learning, self-awareness and interest inventories, and career exposure.</p>  |                               |

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| <p><b>NSOP 8. Employer, Post-Secondary Education, and Community Involvement.</b><br/> <b>A pre-academy links elementary school to its host community and involves members of the employer, secondary education, and civic community in certain aspects of its operation.</b></p>   |   |   | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Elementary School and Local Industry/Economic needs.</b><br/>                 The pre-academy explores career areas that align with future middle and high schools and industry/economic needs of the community and state.</p>  |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |
| <p>There is no clear evidence of a link between the pre-academy, middle school academies, and relevant community industries/economic needs.</p>  | <p>There is limited evidence of a link between the pre-academy, middle school academies, and relevant community industries/economic needs.</p>  | <p>The pre-academy is aligned with future middle and high schools, and industry/economic needs of the community and state. There are sufficient external partners for adequate involvement in the pre-academy.</p>  |   |
| <p><b>b. Community involvement.</b><br/>                 Representatives of employers, postsecondary education, and the community help to guide the pre-academy's curriculum, and provide experiential components such as guest speakers, real-world projects, field experience sites, mentors, community service opportunities, secondary and postsecondary experiences, and teacher externships.</p>   |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |
| <p>The pre-academy has minimal partners (employers, middle school, secondary/higher education, community representatives) who provide 1-2 of the following resources:</p> <ul style="list-style-type: none"> <li>•career projects</li> <li>•secondary exposure</li> <li>•postsecondary exposure</li> <li>•special events / competitions</li> <li>• classroom or academy speakers</li> <li>• field trip/extended learning</li> <li>• mentors</li> <li>• community service opportunities</li> <li>• teacher externships</li> </ul> | <p>The pre-academy has external partners (employers, middle, school, secondary/higher education, community representatives) who provide at least half of the following resources:</p> <ul style="list-style-type: none"> <li>•career projects</li> <li>•secondary exposure</li> <li>•postsecondary exposure</li> <li>•special events / competitions</li> <li>• classroom or academy speakers</li> <li>• field trip/extended learning</li> <li>• mentors</li> <li>• community service opportunities</li> </ul> | <p>All of the following resources or activities are provided by at least one external partner (employers, middle school, secondary/higher education, community representatives):</p> <ul style="list-style-type: none"> <li>•career projects</li> <li>•secondary exposure</li> <li>•postsecondary exposure</li> <li>•special events / competitions</li> <li>• classroom or academy speakers</li> <li>• field trip/extended learning</li> <li>• mentors</li> <li>• community service opportunities</li> <li>• teacher externships</li> </ul> |   |
| <p><b>c. Citizenship.</b><br/>                 The pre-academy fosters a culture of respect for others regardless of background and encourages student contributions as global citizens.</p>   |   |   | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |   |
| <p>There is no evidence pre-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 pre-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 pre-academy students are exposed to the idea of and encouraged to contribute to global citizenship. There is a focus on creating an academy culture of respect for others and pride in diversity.</p>  |   |

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| <p><b>NSOP 9. Student Assessment.</b><br/> <b>Improvements in student performance are central to a pre-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 pre-academy’s integrity.</b></p>  |   |  | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Student demographic data are collected.</b><br/>                 These data include those necessary to describe the student body within the pre-academy (e.g., grade level, gender, race/ethnicity) and its relationship to the elementary school in general, as well as student performance on a variety of outcome measures.</p>                              |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>  |   |
| <p>Data submissions for both the pre-academy- and school-level populations (if different) are incomplete for most of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.</p>  | <p>Data submissions for the pre-academy- and/or school-level populations (if different) are inadequate for some of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.</p>   | <p>Data submissions for the pre-academy- and school-level populations (if different) are complete for the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.</p>   |   |
| <p><b>b. Multiple academic measures.</b><br/>                 Measures include a variety of accepted indicators of performance (e.g., matriculation, attendance, retention, state test scores), as well as rubric-based assessments on performance tasks. Multiple measures need to be aligned to the state/national standards, and longitudinal data are collected.</p> |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>  |   |
| <p>Data submissions for the pre-academy and school-level populations are incomplete for the following outcome measures of indicators of performance: attendance, retention, state test scores, rigorous coursework. The alignment of student outcome measures with state or national standards is not evident.</p>   | <p>Data submissions for the pre-academy and school-level populations are sufficient for the following outcome measures of indicators of performance: attendance, retention, state test scores, more rigorous coursework. The alignment of student outcome measures with state or national standards is somewhat evident.</p>  | <p>Data submissions for the pre-academy and school are complete for all of the following outcome measures of indicators of performance: attendance, retention in grade, and state test scores. The alignment of student outcome measures with state or national standards is evident.</p>  |   |
| <p><b>c. Data Analysis.</b><br/>                 Analysis of the data elements takes place in various settings to support student achievement.</p>   |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>  |   |
| <p>The data are not analyzed by the pre-academy team, leadership, or advisory board.</p>   | <p>The data are analyzed by the pre-academy team, leadership, and/or advisory board. The pre-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 pre-academy team, leadership, and advisory board. The pre-academy team analyzes 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> |   |



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| <p><b>d. Evidence of impact.</b><br/>                 These measures show whether, and how much, the pre-academy improves student performance. Grade level teams use student assessment to evaluate the quality of the education provided in the pre-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 retention in grade, increased academic success, and career readiness preparation and postsecondary exposure.</p> |   |   | <p><b>Sample Evidence</b></p> |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>   |                               |
| <p>Analysis of data indicates pre-academy teachers do not use academy data for impact on student performance. Improved student outcomes are demonstrated by less than half of longitudinal or comparative (non-academy) data including matriculation, increased academic success, career exposure experiences, fewer discipline incidents, and reduced retention in grade rates.</p>   | <p>Analysis of data indicates pre-academy teachers use of academy data for impact on student performance. Improved student outcomes are demonstrated by at least half of longitudinal or comparative (non-academy) data including matriculation, increased academic success, career exposure experiences, fewer discipline incidents, and reduced retention in grade rates.</p> | <p>Analysis of pre-academy and schoolwide data demonstrate improved performance averages for pre-academy students. The degree of the impact of academy participation is evident based each on the following cohort measures: reduced retention in grade, increased academic success, greater career readiness preparation and postsecondary exposure.</p> |                               |

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| <p><b>NSOP 10. Sustainability.</b><br/> <b>Highly functioning pre-academies benefit from self-examination and refinement. Ensuring and improving the quality of a pre-academy requires engaging in a regular cycle of continuous improvement.</b></p>  |   |  | <p><b>Evidence to include in NSOP Documentation Folders</b></p> |
| <p><b>a. Pre-Academy implementation.</b><br/>                 Program leaders regularly assess the pre-academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.</p>   |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>  |   |
| <p>There is no process for analyzing pre-academy implementation within a continuous improvement framework. Key stakeholder groups do not provide input regarding strengths and weaknesses of the pre-academy. There is no process for following up on any feedback the team receives.</p>              | <p>There is a process for analyzing pre-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 pre-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 pre-academy implementation within a continuous improvement framework. The process is written and known to all stakeholders. Key stakeholder groups, including students, provide input regarding pre-academy implementation. The process includes follow-up on the feedback as part of the cycle of improvement.</p>  |   |
| <p><b>b. Pre-academy refinements.</b><br/>                 Regular assessments generate plans to address any pre-academy problems. Such plans include benchmarks for improvement that reflect on the pre-academy's mission and goals.</p>  |   |  | <p><b>Sample Evidence</b></p>                                   |
| <p><b>0</b></p>  | <p><b>1.5</b></p>   | <p><b>3</b></p>  |   |
| <p>Plans to refine the pre-academy design and implementation are not evident. If refinements are noted, they are known to only some of the pre-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 pre-academy design and implementation are known to some but not all pre-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 pre-academy design and implementation are written and clearly known to pre-academy members and external partners. Plans for improvement include timelines and individuals responsible for carrying out the plans. Based on pre-academy implementation and student achievement data, the pre-academy's mission, goals, and benchmarks are reviewed and modified as needed.</p> |   |