

December 3, 2012

Mrs. Dana Brown
Principal
Mountain Home High School
500 Bomber Blvd.
Mountain Home, AR 72653

Dear Mrs. Brown:

Enclosed please find the final review documents for the Architecture, Construction, Manufacturing, and Engineering Academy, the Communications, Arts and Business Academy and the Health and Human Service Academy at Mountain Home High School that our reviewers Angie Grasberger and John Heffner completed on October 23, 2012.

We applaud you on the outstanding work your academies are doing and are pleased to designate all three academies as “**Model**” academies. While the team made a few suggestions for strengthening the academies even further, it is evident that the passion of the school teams, coupled with the support of the school administration, and the intense focus of your Advisory Board, has created stellar programs for students, parents and the community. The rigor of the curriculum and the depth of your industry partnerships are to be commended.

Many academies are reviewed based on the Ten National Standards of Practice for career academies, but few are of model status. We will feature your academies on our NCAC website and they will be placed in a pool for a potential monetary award at our October 2013 NCAC conference in Phoenix, Arizona.

Again, we applaud your outstanding efforts and thank you for your continued membership in the National Career Academy Coalition.

Sincerely,



Angie Grasberger
President, National Career Academy Coalition

C: Dr. Lonnie Myers, Superintendent
Ms. Brigitte Shipman, Academy Coordinator

National Standards of Practice

- I. **Defined Mission And Goals:** The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board and others involved in the academy. Criteria include: A well-defined mission and goals, focusing on careers and college, raising student aspirations and increasing student achievement.
 - II. **Academy Structure:** An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community. Criteria include: cross-age articulation, a student recruitment and selection process, cohort scheduling, physical space for the career academy, a career or industry theme and a small size supportive atmosphere.
 - III. **Host District And High School:** Career academies exist in a variety of district and high school contexts which are important determinants of an academy's success. Criteria include: support from the Board of Education and the superintendent, support from the principal and high school administration, adequate funding, facilities, equipment and materials.
 - IV. **Faculty And Staff:** Appropriate teacher selection, leadership, credentialing and cooperation are critical to an academy's success. Criteria include: a leader (teacher leader, team leader, coordinator, directors, etc.), teachers who are credentialed in their field and committed to the mission and goals and counselors and non-academy teachers who are supportive
 - V. **Professional Development:** 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 important. Criteria include: common planning time for academy staff, professional development for teachers and an orientation for parents and other district employees.
 - VI. **Governance & Leadership:** The academy has a governing structure that incorporates the views of all stakeholders. Criteria include: an advisory board with broad representation from all aspects of the industry as well as all stakeholders, regular advisory meetings, evidence of a healthy partnership between the school and the community and an opportunity for student input.
 - VII. **Curriculum & Instruction:** The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme. Criteria include: a curriculum framed around state or national standards that is sequenced, integrated and relevant, rigorous learning meeting college entrance requirements, dual credit and articulation options and post-graduate planning.
 - VIII. **Employer, Higher Education & Community Involvement:** A career academy links high school to its host community and involves members of the employer, higher education and civic community. Criteria include: a career theme that fits the local economy, community involvement, work based learning, experiential components such as shadowing, mentoring, guest speakers and the incorporation of citizenship.
 - IX. **Student Assessment:** Improvements in student performance are central to an academy's mission. It is important to gather data that reflects whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity. Criteria include: the collection of student data, multiple measurements which include items such as student attendance, retention,
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National Career Academy Coalition REVIEW OF CAREER ACADEMIES

Overall rating

- Model Academy:** Exceeds the criteria and can be nationally replicated
- Certified Academy:** Meets the criteria for the standards
- In Progress Academy:** Meets the criteria for some of the standards and, with work, can move to the certified level

**Architecture, Construction, Manufacturing and
Engineering Academy**
Mountain Home, Arkansas School District

FINAL DOCUMENT

Review Date: 10-22-2012
Reviewers: Angela Grasberger
John Heffner

National Career Academy Coalition (NCAC)
% PHMC
260 South Broad Street, 18th Floor
Philadelphia, PA 19102
(267) 765-2309
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OVERVIEW

The Mountain Home High School Architecture, Construction, Manufacturing and Engineering (ACME) Academy is located in Mountain Home, a rural agricultural community in northwest Arkansas. The academy is composed of 219 students pursuing careers across several career paths. The academy is one of three in a wall-to-wall academy high school and, as with all Mountain Home academies, enjoys great support from local business and the community at-large.

The reviewers were struck by the overall orderliness of the school, the conduct of the students, professionalism and enthusiasm of the administration and staff and the maintenance/appearance of the facilities. Additionally, the support of the Superintendent and Board are obvious and sincere.

The ACME Academy benefits from the existence of a 9th grade academy in which students have explored their interests and learning styles and a community which has embraced the school as a large component of the community. In Mountain Home, school news is a part of community news and the staff is to be congratulated on its efforts to promote school activities and welcome the community into the school.

SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

I. Defined Mission & Goals:

Review Score: Exceeds

•Commendations:

There is a clearly stated mission and goals

The academy staff promotes the mission and goals

There are a clear set of benchmarks tied to the mission and goals

Students understand that there are high expectations set for them

There are clear, well structured, integrated curricula for academy students

There is evidence of strong relationships with the corporate community

There is evidence of strong relationships with the college community

There is a national model that the academy follows

The Career & Technical education component is the core of the academy

•Recommendations:

Identify how the benchmarks will be measured and how the progress will be reported to the team, school administration and staff

II. Academy Structure:

Review Score: Exceeds

•Commendations:

- The academy incorporates at least two grade levels ending in the senior year
- There is evidence of an academy team that works together and has common planning time
- There is strong articulation in academy teacher teams, curriculum and instruction across grade levels
- There is evidence that student membership in the academy is voluntary and mirrors the general high school population with a written and widely available recruitment/selection process
- There is an orientation for students and parents
- There is an academy brochure with a detailed Program of Study detailing the inclusion of both advanced and support classes available to students
- The master schedule defines academy classes and cross references both students and teachers
- There is evidence that academy classes are physically near each other
- There is evidence of sustained academy team communication

•Recommendations:

- Find a method of recognizing academy graduates, by academy, during graduation

III. Host District & High School:

Review Score: Exceeds

•Commendations:

- There is evidence of School Board support
- There is evidence of support and public endorsement of the academy by the superintendent
- There is evidence of support by the high school administration
- There is evidence of support by the guidance department
- There is evidence of support by the public and community
- There is evidence that the District high school reform includes the academy concept
- There is evidence of academy funding support by the high school
- There is evidence of academy funding support by the District
- Academy physical facilities are adequate
- Academy equipment is adequate to support a high quality academy
- Academy materials are adequate to support a high quality academy

•Recommendations:

- Consider developing a long term plan with the advisory committee and district to sustain the academy
- In terms of facilities, equipment, and instructional materials

IV. Faculty & Staff:

Review Score: Exceeds

•Commendations:

- There is an academy coordinator/lead teacher
- The academy coordinator/lead teacher provides guidance for the team and the advisory board
- There is evidence the academy lead plans and coordinates professional development
- There is evidence the academy lead coordinates business, higher education and parental involvement

There is compensation for the leadership role
Academy teachers are credentialed and volunteer to participate on the academy team
There is evidence of an academy team comprised of at least three members that have some common planning time to function as a working group around academy, curriculum and student issues
There is evidence of support and involvement from non-academy staff including counselors
There is evidence that counselors interact with students around academy issues

•Recommendations:

Continue engaging in professional development that will promote team building, especially as new members are brought onto the team

V. Professional Development:

Review Score: Exceeds

•Commendations:

There is evidence of common planning time provided during the school day or by other means
There is evidence of professional development opportunities offered in and around the academy structure, curricular integration, student support and business involvement
There is a list of academy team members' participation in professional development including agendas, reports, and/or college transcripts
There is a list of academy team members involved in teacher externships with lessons integrating the experience into the classroom
There is a list of academy team members' participation in professional learning communities within the school
There is evidence that a team atmosphere exists within the academy and that team members share learned strategies with each other

•Recommendations:

Ensure that professional development for academy staff is part of the academy structure
Continue to keep records of participation in professional development
Assess professional development needs of the team and find ways to help them acquire the learning
Determine if there are ways in which the Business Advisory Committee can help deliver some of the professional development

VI. Governance and Leadership:

Review Score: Exceeds

•Commendations:

There is an advisory board with membership from

District administration	Business
School administration	Post-secondary institutions
Academy teacher(s)	

There is evidence of quarterly advisory board meetings, agendas, minutes and sign-in sheets
There is evidence the advisory board helps to set procedures and goals for the academy
There is evidence of advisory board member participation in academy activities

There is evidence of student participation in corporate-sponsored events
The advisory board members provide creative solutions to issues

•**Recommendations:**

Create a set of By-Laws for the advisory board
Consider developing an advisory board budget
Consider an advisory board retreat to develop a long term plan for academy sustainability

VII. Curriculum & Instruction:

Review Score: Exceeds

•**Commendations:**

U.S. Department of Education (DOE) and/or state standards are integrated into the curriculum
There is a list of national and local industry standards related to the academy content
There is a curriculum framework connected to post-secondary requirements
There is a list of students completing dual enrollment, advanced placement, IB or AVID programs.
There is evidence of technical education articulation agreements between the high school and post-secondary institutions
There is evidence that students have access to career and college information, are provided counseling in these respects and are encouraged to attend post-secondary school
Students have developed a six-year plan by the completion of the 10th grade
There is evidence that students qualify for post-secondary experiences
Lessons/units emphasize English and math literacy
Lessons available for review reflect integration between academic classes and career/theme classes
There is evidence of the use of project-based learning and/or integrated learning
There is evidence of students taking more rigorous courses

•**Recommendations:**

Research the availability of additional industry certifications and/or certificates of mastery and incorporate these certifications/certificates whenever appropriate
Consider adding more of a capstone project for senior students

VIII. Employer, Higher Education & Community Involvement:

Review Score: Exceeds

•**Commendations:**

There is evidence that the academy career theme was selected to fit with the community industries and employer base and supports local economic and workforce development
There is evidence that the community has enough employees in this field for adequate involvement in the academy
There is a list of student experiential opportunities such as classroom speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college

tours and teacher externships that support the academy curriculum along with a listing of when these occurred and which business and community organizations/persons participated
 There is evidence of academy student participation in community service projects
 There is evidence of classroom presentations or team teaching opportunities in which the broader community engages with the academy
 Leadership training is provided in the classroom or through student organizations
 There is evidence of student participation in some form of work-based learning such as shadowing, internships and/or service learning

•Recommendations:

Continue to actively seek to engage additional business and community persons in the delivery of career academy experiential components and classroom teaching
 Continue to develop marketing strategies for the academy so business and community persons know the academy exists and the benefits of academy participation

IX. Student Assessment:

Review Score: Exceeds

•Commendations:

There is evidence that data has been collected for the academy and compared to the same data for the high school in general in areas such as:

	Race/ethnicity
	Free & reduced lunch
Grade level	Exceptional Student Education (ESE)
Gender	English for Speakers of Other Languages (ESL)

There is evidence that the following indicators of performance are included:

Attendance	Graduation rates
Retention	College going rates
Credits	State test scores
GPA's	National test scores (NAEP, SAT, ACT, CPT)

The academy has had at least one graduating class
 There is evidence that technical learning is assessed
 There is evidence that academic subject information is applied to real world situations
 There is evidence that data has been used to inform instruction
 Analysis of the data indicates there is improved student performance as a result of academy participation

•Recommendations:

Increase opportunities for students to attain industry certifications
 Develop and implement a system to follow up on students at regular intervals after graduation

X. Cycle of Improvement:

Review Score: **Exceeds**

•Commendations:

Input from all stakeholders, including students, is gathered each year by means of a survey, interview, or a third party evaluator

A team is organized to analyze the evaluation results of the academy, determine where improvements or changes are needed

The academy team, including the advisory board, assesses updated equipment and program needs

There is evidence that plans for academy sustainability are in place

•Recommendations:

Schedule a Board meeting planning retreat

Consider creating a timetable for any necessary improvements and designate who is responsible for each change

Revisit the academy mission and goals annually and refine them as needed



National Career Academy Coalition REVIEW OF CAREER ACADEMIES

Overall rating

- Model Academy:** Exceeds the criteria and can be nationally replicated
- Certified Academy:** Meets the criteria for the standards
- In Progress Academy:** Meets the criteria for some of the standards and, with work, can move to the certified level

Communications, Arts and Business Academy
Mountain Home, Arkansas School District

FINAL DOCUMENT

Review Date: 10-22-2012
Reviewers: Angela Grasberger
John Heffner

National Career Academy Coalition (NCAC)
% PHMC
260 South Broad Street, 18th Floor
Philadelphia, PA 19102
(267) 765-2309
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OVERVIEW

The Mountain Home High School Communication, Arts and Business (CAB) Academy is located in Mountain Home, a rural agricultural community in northwest Arkansas. The academy has an enrollment of 277 students in grades 10-12. The academy is one of three in a wall-to-wall academy high school. Students in this academy are offered diverse career paths and arrive well prepared for academic success upon completion of a 9th grade academy experience where they explore their learning styles and career preferences.

The reviewers were struck by the overall orderliness of the school, the conduct of the students, professionalism and enthusiasm of the administration and staff and the maintenance/appearance of the facilities. The support of the Superintendent and Board are obvious assets to each of the Mountain Home academies and the participation of Board members on the advisory committees is to be commended.

Mountain Home High School is an integral part of the community and enjoys great support from local businesses and the community at large. Local newspapers routinely include school news thanks to the efforts of the staff. The community is encouraged to visit the school and take part in school activities.

SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

I. Defined Mission & Goals:

Review Score: **Exceeds**

•Commendations:

There is a clearly stated mission and goals

The academy staff promotes the mission and goals

There are a clear set of benchmarks tied to the mission and goals

Students understand that there are high expectations set for them

There are clear, well structured, integrated curricula for academy students

There is evidence of strong relationships with the corporate community

There is evidence of strong relationships with the college community

There is a national model that the academy follows

The Career & Technical education component is the core of the academy

•Recommendations:

Identify how the benchmarks will be measured and how the progress will be reported to the team, school administration and staff

II. Academy Structure:

Review Score: Exceeds

•Commendations:

- The academy incorporates at least two grade levels ending in the senior year
- There is evidence of an academy team that works together and has common planning time
- There is strong articulation in academy teacher teams, curriculum and instruction across grade levels
- There is evidence that student membership in the academy is voluntary and mirrors the general high school population with a written and widely available recruitment/selection process
- There is an orientation for students and parents
- There is an academy brochure with a detailed Program of Study detailing the inclusion of both advanced and support classes available to students
- The master schedule defines academy classes and cross references both students and teachers
- There is evidence that academy classes are physically near each other
- There is evidence of sustained academy team communication
- There is evidence of a personalized, supportive atmosphere for students

•Recommendations:

- Find a method of differentiating graduates, by academy, during graduation

III. Host District & High School:

Review Score: Exceeds

•Commendations:

- There is evidence of School Board support
- There is evidence of support and public endorsement of the academy by the superintendent
- There is evidence of support by the high school administration
- There is evidence of support by the guidance department
- There is evidence of support by the public and community
- There is evidence that the District high school reform includes the academy concept
- There is evidence of academy funding support by the high school
- There is evidence of academy funding support by the District
- Academy physical facilities are adequate
- Academy equipment is adequate to support a high quality academy
- Academy materials are adequate to support a high quality academy

•Recommendations:

- Consider having an advisory retreat to develop a long-term plan for sustaining the academy and maintaining up to date materials, equipment and expertise

IV. Faculty & Staff:

Review Score: Exceeds

•Commendations:

- There is an academy coordinator/lead teacher
- The academy coordinator/lead teacher provides guidance for the team and the advisory board
- There is evidence the academy lead plans and coordinates professional development

There is evidence advisory board member participation in academy activities
There is evidence of student participation in corporate-sponsored events
The advisory board members provide creative solutions to issues

•Recommendations:

Create a set of By-Laws for the advisory board
Consider an advisory board retreat to develop long-term plan for the academy
Consider developing an advisory board budget

VII. Curriculum & Instruction:

Review Score: Exceeds

•Commendations:

U.S. Department of Education (DOE) and/or state standards are integrated into the curriculum
There is a list of national and local industry standards related to the academy content
There is a curriculum framework connected to post-secondary requirements
There is a list of students completing dual enrollment, advanced placement, IB or AVID programs.
There is evidence of technical education articulation agreements between the high school and post-secondary institutions
There is evidence that students have access to career and college information, are provided counseling in these respects and are encouraged to attend post-secondary school
Students have developed a six-year plan by the completion of the 10th grade
There is evidence that students qualify for post-secondary experiences
Lessons/units emphasize English and math literacy
Lessons available for review reflect integration between academic classes and career/theme classes
There is evidence of the use of project-based learning and/or integrated learning
There is evidence of students taking more rigorous courses

•Recommendations:

Research the availability of additional industry certifications and/or certificates of mastery and incorporate these certification/certificates whenever appropriate
Consider enhanced capstone projects for senior

VIII. Employer, Higher Education & Community Involvement:

Review Score: Exceeds

•Commendations:

There is evidence that the academy career theme was selected to fit with the community industries and employer base and supports local economic and workforce development
There is evidence that the community has enough employees in this field for adequate involvement in the academy
There is a list of student experiential opportunities such as classroom speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college

tours and teacher externships that support the academy curriculum along with a listing of when these occurred and which business and community organizations/persons participated
 There is evidence of academy student participation in community service projects
 There is evidence of classroom presentations or team teaching opportunities in which the broader community engages with the academy
 Leadership training is provided in the classroom or through student organizations
 There is evidence of student participation in some form of work-based learning such as shadowing, internships and/or service learning

•Recommendations:

Continue to engage additional business and community persons in the delivery of career academy experiential components and classroom teaching
 Continue to develop additional marketing strategies for the academy so business and community know the benefits of academy participation
 Continue supporting the technical student organizations that foster leadership

IX. Student Assessment:

Review Score: Exceeds

•Commendations:

There is evidence that data has been collected for the academy and compared to the same data for the high school in general in areas such as:

- | | |
|----------------|---|
| Grade level | Free & reduced lunch |
| Gender | Exceptional Student Education (ESE) |
| Race/ethnicity | English for Speakers of Other Languages (ESL) |

There is evidence that the following indicators of performance are included:

- | | |
|------------|--|
| Attendance | Graduation rates |
| Retention | College going rates |
| Credits | State test scores |
| GPA's | National test scores (NAEP, SAT, ACT, CPT) |

The academy has had at least one graduating class
 There is evidence that technical learning is assessed
 There is evidence that academic subject information is applied to real world situations
 Skills necessary to attain industry certification are taught and student mastery is determined
 There is evidence that data has been used to inform instruction
 Analysis of the data indicates whether there is improved academy student performance when compared with the entire high school student body

•Recommendations:

Increase opportunities for students to attain industry certificates
 Develop and implement procedures to attain follow-up information on graduates at regular intervals following graduation

X. Cycle of Improvement:

Review Score: Exceeds

•Commendations:

Input from all stakeholders, including students, is gathered each year by means of a survey, interview, or a third party evaluator

A team is organized to analyze the evaluation results of the academy, determine where improvements or changes are needed

The academy team, including the advisory board, assesses updated equipment and program needs

The academy team revisits its mission and goals and refines them as needed

There is evidence that plans for academy sustainability are in place

•Recommendations:

Schedule a Board meeting planning retreat

Consider creating a timetable for any needed improvements and designate who is responsible for each change

Revisit the academy mission and goals annually and refine them as needed



National Career Academy Coalition REVIEW OF CAREER ACADEMIES

Overall rating

- | | |
|--|--|
| <input checked="" type="checkbox"/> Model Academy: | Exceeds the criteria and can be nationally replicated |
| <input type="checkbox"/> Certified Academy: | Meets the criteria for the standards |
| <input type="checkbox"/> In Progress Academy: | Meets the criteria for some of the standards and, with work, can move to the certified level |

Health and Human Services Academy
Mountain Home, Arkansas School District

FINAL DOCUMENT

Review Date: 10-23-2012
Reviewers: Angela Grasberger
John Heffner

National Career Academy Coalition (NCAC)
% PHMC
260 South Broad Street, 18th Floor
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OVERVIEW

The Mountain Home High School Health and Human Services (HHS) Academy is composed of 285 students in a diverse program encompassing veterinary, medical, education and family and consumer sciences career paths. Students have opportunities for exposure to a wide array of careers within these career paths and, like all students at Mountain Home, benefit from a 9th grade academy experience.

The academy benefits also from a high level of support from the Mountain Home community, including both business and the general population. It is a credit to the administration and staff that this relationship exists and is widely promoted throughout the community in a variety of manners.

Support from the Superintendent and Board are abundantly obvious and Board members serve on advisory boards for each of the school's academies. Mountain Home students enjoy a sense of family in a safe environment and display respect for one another and for their school staff. The reviewers found a well maintained physical facility, an engaged staff and administration and a comfortable learning environment for all students.

SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

I. Defined Mission & Goals:

Review Score: **Exceeds**

•Commendations:

There is a clearly stated mission and goals

The mission and goals are displayed academy classrooms

The academy staff promotes the mission and goals

There are a clear set of benchmarks tied to the mission and goals

Students understand that there are high expectations set for them

There are clear, well structured, integrated curricula for academy students

There is evidence of strong relationships with the corporate community

There is evidence of strong relationships with the college community

There is a national model that the academy follows

The Career & Technical education component is the core of the academy

•Recommendations:

Identify how the benchmarks will be measured and how the progress will be reported to the team, school administration and staff

II. Academy Structure:

Review Score: **Exceeds**

•Commendations:

The academy incorporates at least two grade levels ending in the senior year

There is evidence of an academy team that works together and has common planning time

There is strong articulation in academy teacher teams, curriculum and instruction across grade levels

There is evidence that student membership in the academy is voluntary and mirrors the general high school population with a written and widely available recruitment/selection process

There is an orientation for students and parents

There is an academy brochure with a detailed Program of Study detailing the inclusion of both advanced and support classes available to students

The master schedule defines academy classes and cross references both students and teachers

There is evidence that academy classes are physically near each other

There is evidence of sustained academy team communication

There is evidence of a personalized, supportive atmosphere for students

•Recommendations:

Find a method of recognizing academy graduates, differentiated by academy, during graduation

III. Host District & High School:

Review Score: **Exceeds**

•Commendations:

There is evidence of School Board support

There is evidence of support and public endorsement of the academy by the superintendent

There is evidence of support by the high school administration

There is evidence of support by the guidance department

There is evidence of support by the public and community

There is evidence that the District high school reform includes the academy concept

There is evidence of academy funding support by the high school

There is evidence of academy funding support by the District

Academy physical facilities are adequate

Academy equipment is adequate to support a high quality academy

Academy materials are adequate to support a high quality academy

•Recommendations:

Strategize on ways to cultivate even greater support from the school board

Consider having an advisory committee retreat to develop a long term plan for maintaining and

Improving equipment and materials as they become obsolete

IV. Faculty & Staff:

Review Score: **Exceeds**

•Commendations:

There is an academy coordinator/lead teacher

The academy coordinator/lead teacher provides guidance for the team and the advisory board
 There is evidence the academy lead plans and coordinates professional development
 There is evidence the academy lead coordinates business, higher education and parental involvement
 There is compensation for the leadership role
 Academy teachers are credentialed and volunteer to participate on the academy team
 There is evidence of an academy team comprised of at least three members that have some common planning time to function as a working group around academy, curriculum and student issues
 There is evidence of support and involvement from non-academy staff including counselors
 There is evidence that counselors interact with students around academy issues

•Recommendations:

Continue to engage in professional development that will promote team building, especially as new members join the team

V. Professional Development:

Review Score: Exceeds

•Commendations:

There is evidence of common planning time provided during the school day or by other means
 There is evidence of professional development opportunities offered in around the academy structure, curricular integration, student support and business involvement
 There is a list of academy team members' participation in professional development including agendas, reports, and/or college transcripts
 There is a list of academy team members involved in teacher externships with lessons integrating the experience into the classroom
 There is a list of academy team members' participation in professional learning communities within the school
 There is evidence that a team atmosphere exists within the academy and that team members share learned strategies with each other

•Recommendations:

Incorporate professional development for academy staff as part of the academy structure
 Continue to keep records of participation in professional development
 Continue to keep records of participation in teacher externships, along with lessons integrating the experience into the classroom
 Assess professional development needs of the team and find ways to help them acquire the learning
 Determine if there are ways in which the Business Advisory Committee can help deliver some of the professional development

VI. Governance and Leadership:

Review Score: Exceeds

•Commendations:

There is an advisory board with membership from

District administration	Business
School administration	Post-secondary institutions
Academy teacher(s)	

There is evidence of quarterly advisory board meetings, agendas, minutes and sign-in sheets
There is evidence the advisory board helps to set procedures and goals for the academy
There is evidence of advisory board member participation in academy activities
There is evidence of student participation in corporate-sponsored activities

•Recommendations:

Create a set of By-Laws for the advisory board
Consider developing an advisory board budget
Consider an advisory board retreat to develop a three-year plan for the academy
Help develop creative solutions to issues

VII. Curriculum & Instruction:

Review Score: Exceeds

•Commendations:

U.S. Department of Education (DOE) and/or state standards are integrated into the curriculum
There is a list of national and local industry standards related to the academy content
There is a curriculum framework connected to post-secondary requirements
There is a list of students completing dual enrollment, advanced placement, IB or AVID programs.
There is evidence of technical education articulation agreements between the high school and post-secondary institutions
There is evidence that students have access to career and college information, are provided counseling in these respects and are encouraged to attend post-secondary school
Students have developed a six year plan by the completion of the 10th grade
There is evidence that students qualify for post-secondary experiences
Lessons/units emphasize English and math literacy
Lessons available for review reflect integration between academic classes and career/theme classes
There is evidence of the use of project-based learning and/or integrated learning
There is evidence of students taking more rigorous courses

•Recommendations

Consider developing an enhanced capstone project for seniors and college information
Research the availability of additional industry certifications and/or certificates of mastery and incorporate them whenever possible

VIII. Employer, Higher Education & Community Involvement:

Review Score: Exceeds

•Commendations:

There is evidence that the academy career theme was selected to fit with the community industries and employer base and supports local economic and workforce development
There is evidence that the community has enough employees in this field for adequate involvement in the academy

There is a list of student experiential opportunities such as classroom speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours and teacher externships that support the academy curriculum along with a listing of when these occurred and which business and community organizations/persons participated

There is evidence of academy student participation in community service projects

There is evidence of classroom presentations or team teaching opportunities in which the broader community engages with the academy

Leadership training is provided in the classroom or through student organizations

There is evidence of student participation in some form of work-based learning such as shadowing, internships and/or service learning

•Recommendations:

Continue to engage additional business and community persons in the delivery of career academy experiential components and classroom teaching

Continue to develop additional marketing strategies for the academy so business and community persons know the academy exists and the benefits of academy participation

IX. Student Assessment:

Review Score: Exceeds

•Commendations:

There is evidence that data has been collected for the academy and compared to the same data for the high school in general in areas such as:

Grade level	Free & reduced lunch
Gender	Exceptional Student Education (ESE)
Race/ethnicity	English for Speakers of Other Languages (ESL)

There is evidence that the following indicators of performance are included:

Attendance	Graduation rates
Retention	College going rates
Credits	State test scores
GPA's	National test scores (NAEP, SAT, ACT, CPT)

The academy has had at least one graduating class

There is evidence that technical learning is assessed

There is evidence that academic subject information is applied to real world situations

There is evidence that data has been used to inform instruction

Analysis of the data indicates there is improved student performance as a result of academy participation

•Recommendations:

Review data to guide instruction and improve student performance

Increase opportunities for students to attain industry certifications

Develop and implement a system to follow up on students at regular intervals following graduation

X. Cycle of Improvement:

Review Score: **Exceeds**

•Commendations:

Input from all stakeholders, including students, is gathered each year by means of a survey, interview, or a third party evaluator

A team is organized to analyze the evaluation results of the academy and determine where improvements or changes are needed

The academy team, including the advisory board, assesses updated equipment and program needs

There is evidence that plans for academy sustainability are in place

•Recommendations:

Schedule a Board meeting planning retreat

Consider creating a timetable for any necessary improvements and designate who is responsible for each change

Revisit the academy mission and goals annually and refine them as needed