Learner needs additional personal support/instructional intervention in order to meet goals and attain desired measurable outcome. Reassess instructional plan based on Post-Assessment results.

Does measurable outcome meet learner’s goals upon entry into program?

Flowchart Depicting Student Learner Progress through a Learning Alternative to Achieve Learner Goals/High School Education

Identify achievable learner goals for program year related to the following outcomes: Employability/Postsecondary Education or Training/High School Diploma

Administer Multiple Assessment(s): Academics Personal/Social Career/Technical
Determine assessment level and content area based on learner goals and appraisal results.

Staff designs curriculum instruction and support using research-based information and linked to competencies in the learners’ personalized plans.

Administer appropriate Post-Assessment(s) based on district and school selections

Is there a learning gain? (movement within or completion of an Educational Functioning Level)

Does learning gain result in measurable outcome related to:
1. Personal goals
2. Employment
3. Postsecondary Education or Training, or
4. High School Diploma

Learner attained one or more of the following measurable outcomes related to stated goals:
- Improved/maintained academic development/course completion
- Improved career potential
- Improved personal/social/emotional behavioral development
- Entered competitive employment
- Meet transition goals
- Entered post-secondary career technical training
- Entered Armed Services Credential Attainment
- Earned the Specialized Course Completion Credential
- High School Diploma
- Transferred/Earned GED Diploma
- Transferred/Earned Adult High School Diploma
- Transferred/Earned Basic Literacy Certificate

Learner exits program with measurable outcome that meets stated goal upon entry into Alternative Program

Appropriate appraisal is given to determine instructional level of learner.