| Principle 1 (Asset-based Behaviors & Expectations) | Evident? | □ No □ Unclear | □ Yes | Notes and Feedback on Evidence: | Notes and Feedback on Evidence: |
| Strength of Evidence: | □ Lacking | □ Developing □ Sustaining □ Leading |
| Principle 2 (Integrated Content & Language) | Evident? | □ No □ Unclear | □ Yes | Notes and Feedback on Evidence: | Notes and Feedback on Evidence: |
| Strength of Evidence: | □ Lacking | □ Developing □ Sustaining □ Leading |
| Principle 3 (Targeted Language) | Evident? | □ No □ Unclear | □ Yes | Notes and Feedback on Evidence: | Notes and Feedback on Evidence: |
| Strength of Evidence: | □ Lacking | □ Developing □ Sustaining □ Leading |
| Strength of Evidence: | □ Lacking | □ Developing □ Sustaining □ Leading |

**Overall Compliance Decision:** □ Compliant □ Not Compliant □ More Information Needed

*For OELAS:*
Check “Compliant” if the LEA received a rating of “Yes” for all four principles.
Check “More Information Needed” if the LEA received a rating of “Unclear” for any of the principles.
For all other scenarios, check “Not Compliant.”

Date Submitted: ___________________________________________
### Alternate Program Model Evaluation Rubric

<table>
<thead>
<tr>
<th>Lacking</th>
<th>Developing</th>
<th>Sustaining</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The information provided to OELAS suggests that...</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- the LEA’s practices and programs do not reflect the central practices of the LDA principles. For example:
  - English learners are referenced minimally or not at all in the LEA’s policies, programs, and practices; **OR**
  - The LEA’s practices and programs do not align or may be in conflict with aspects of the LDA principles.
- The information provided is insufficient or insufficiently clear to support a rating. OELAS may request additional information or clarification.

- ... the LEA’s practices and programs reflect some of the central practices of the LDA principles. For example:
  - English learners are referenced in some of the LEA’s policies, programs, and practices; **OR**
  - The LEA can provide specific examples of policies, programs, and practices that clearly reflect or align with aspects of the LDA principles.

- ... the LEA’s practices and programs reflect most of the central practices of the LDA principles. For example:
  - English learners are referenced in many or most of the LEA’s policies, programs, and practices; **AND**
  - The LEA can provide specific examples of policies, programs, and practices that clearly reflect or align with aspects of the LDA principles.

- ... the LEA’s practices and programs exemplify the central practices of the LDA principles. For example:
  - English learners are a central and explicit focus of the LEA’s policies, programs, and practices; **AND**
  - The LDA principles are clearly reflected in nearly all of the LEA’s policies, programs, and practices.

“Leading” LEAs could serve as a model for other LEAs that wish to advance or improve their own programs.

### Submissions that receive this rating level might reflect scenarios like the following:

- **English learners are not referenced explicitly in LEA policies or guidance documents, but rather are mentioned only in footnotes or addenda.**
- **English learners and their education are only referenced and acknowledged in stand-alone policies or documents that sit outside of the LEA’s system-wide policies, programs, and practices and are not intended for all teachers and leaders.**
- **It is not clear from the information provided how English learners are included or served in the policies, programs, or practices described.**
- **The LEA has at least one policy, or initiative, that includes an explicit focus on English learners, but otherwise lacks specific system-wide programmatic focus on English learners.**
- **The LEA has several system-wide programs, policies, or initiatives, that include an explicit focus on English learners.**

### NOTE: Please consult the Alternate Program Model Proposal Guidance pages for more specific examples for each principle.