

Indicators 1 and 2: Graduation and Dropout Self-Assessment

Component 1: Community and Local Education Agency (LEA) Collaboration				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> There is no collaboration between the community and school personnel. 	<ul style="list-style-type: none"> Collaboration between the community and school personnel is inconsistent. 	<ul style="list-style-type: none"> Regular collaboration occurs between the community and school personnel. Collaboration does not include discussion regarding common goals and values. 	<ul style="list-style-type: none"> Regular collaboration occurs between the community and school personnel. Collaboration includes discussion regarding common goals and values. 	<ul style="list-style-type: none"> Regular collaboration occurs between the community and school personnel. Collaboration includes discussion regarding common goals and values <i>and reflection on program effectiveness.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

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Component 2: Student Achievement Focus				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> School leadership has little to no collaboration with staff to provide support for increased student achievement. 	<ul style="list-style-type: none"> School leadership collaborates with limited staff to provide support for increased student achievement. 	<ul style="list-style-type: none"> School leadership collaborates with all staff to provide support and resources for increased student achievement. 	<ul style="list-style-type: none"> School leadership collaborates with all staff and community stakeholders to provide support and resources for increased student achievement. 	<ul style="list-style-type: none"> School leadership collaborates with all staff and community stakeholders to provide support and resources for increased student achievement <i>on a continuous basis</i>. <i>Collaboration includes reflection on program effectiveness.</i>

Comments/Documentation:

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Component 3: Alignment of Instructional Strategies and Assessment Procedures				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Instructional strategies and assessment procedures are not aligned. 	<ul style="list-style-type: none"> Curriculum guides and support materials are not provided to support the alignment of instructional strategies and assessment procedures. 	<ul style="list-style-type: none"> Student learning is supported through alignment of curriculum guides, support materials, instructional strategies, and assessment procedures. 	<ul style="list-style-type: none"> Student learning is supported through alignment of curriculum guides, support materials, instructional strategies, and assessment procedures. Professional development is provided to ensure continuous alignment. 	<ul style="list-style-type: none"> Student learning is supported through alignment of curriculum guides, support materials, instructional strategies, and assessment procedures. Professional development is provided to ensure continuous alignment. <i>Data on individual student outcomes is used to guide alignment decisions.</i>

Comments/Documentation:

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Component 4: Community Based Support Structure				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> • A comprehensive school and community-based support structure does not exist. 	<ul style="list-style-type: none"> • A comprehensive school and community-based support structure is designed to support overall student learning. 	<ul style="list-style-type: none"> • A comprehensive school and community-based support structure is designed to support individual student learning and their families. 	<ul style="list-style-type: none"> • A comprehensive school and community-based support structure is designed to support student learning for each individual student and their families. • Student and family needs are assessed on a continuous basis. 	<ul style="list-style-type: none"> • A comprehensive school and community-based support structure is designed to support student learning for each individual student and their families. • Student and family needs are assessed on a continuous basis <i>and additional community partnerships are identified to address those needs.</i>
<p>Comments/Documentation:</p>				
<p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p>				

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Component 5: Dropout Prevention Strategies				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Dropout prevention strategies are not addressed. 	<ul style="list-style-type: none"> Dropout prevention strategies address only the needs of specific at risk students. 	<ul style="list-style-type: none"> Dropout prevention strategies are programmatic and address the needs of all students. Programs are developed based on current year data and limited to a specific grade level. 	<ul style="list-style-type: none"> Dropout prevention strategies are programmatic and address the needs of all students. Programs are developed based on multiple year data and individual site needs. 	<ul style="list-style-type: none"> Dropout prevention strategies are programmatic and address the needs of all students. Programs are developed based on multiple year <i>student level</i> data and individual site needs. <i>Programs are designed to extend across grade levels.</i>

Comments/Documentation:

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Component 7: Student Understanding of Graduation Requirements				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> • Students are not provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> • Teachers verbally disseminate information to students regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> • Students are provided information and resources through a single source regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> • Students are provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> • Students are provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. • <i>Students frequently meet with advisors to review their progress toward graduation.</i>

Comments/Documentation:

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Component 8: Parent Understanding of Graduation Requirements				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Parents are not provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> Teachers verbally disseminate information to parents regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> Parents are provided information and resources through a single source regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> Parents are provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. 	<ul style="list-style-type: none"> Parents are provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. <i>Parents are able to monitor their student's progress toward graduation.</i> <i>School events are regularly scheduled to engage parents in discussions regarding graduation.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.