

Driving Question: Are supports in place to ensure students graduate?

STAGES OF PRACTICE						
Components	Little or No Knowledge 0	Basic Knowledge 1	Partial Application 2	Regular Practice 3	Best Practice 4	SCORE
Community and Local Education Agency (LEA) Collaboration	There is no collaboration between the community and school personnel.	Collaboration between the community and school personnel is inconsistent.	Regular collaboration occurs between the community and school personnel. Collaboration does not include discussion regarding common goals and values.	Regular collaboration occurs between the community and school personnel. Collaboration includes discussion regarding common goals and values.	Regular collaboration occurs between the community and school personnel. Collaboration includes discussion regarding common goals and values <i>and reflection on program effectiveness.</i>	
Student Achievement Focus	School leadership has little to no collaboration with staff to provide support for increased student achievement.	School leadership collaborates with limited staff to provide support for increased student achievement.	School leadership collaborates with all staff to provide support and resources for increased student achievement.	School leadership collaborates with all staff and community stakeholders to provide support and resources for increased student achievement.	School leadership collaborates with all staff and community stakeholders to provide support and resources for increased student achievement <i>on a continuous basis. Collaboration includes reflection on program effectiveness.</i>	
Alignment of Instructional Strategies and Assessment Procedures	Instructional strategies and assessment procedures are not aligned.	Curriculum guides and support materials are not provided to support the alignment of instructional strategies and assessment procedures.	Student learning is supported through alignment of curriculum guides, support materials, instructional strategies, and assessment procedures.	Student learning is supported through alignment of curriculum guides, support materials, instructional strategies, and assessment procedures. Professional development is provided to ensure continuous alignment.	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>	
Community Based Support Structure	A comprehensive school and community-based support structure	A comprehensive school and community-based support structure is	A comprehensive school and community-based support structure is	A comprehensive school and community-based support structure is designed to support	A comprehensive school and community-based support structure is designed to support student learning for	

	does not exist.	designed to support overall student learning.	designed to support individual student learning and their families.	student learning for each individual student and their families. Student and family needs are assessed on a continuous basis.	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>	
Dropout Prevention Strategies	Dropout prevention strategies are not addressed.	Dropout prevention strategies address only the needs of specific at risk students.	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.	Dropout prevention strategies are programmatic and address the needs of all students. Programs are developed based on multiple year data and individual site needs.	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>	
Staff Understanding of Graduation Requirements	Staff is not provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma.	Staff is inconsistently provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma.	Information and resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma are provided to staff annually.	Staff is provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. Any updates are readily provided to all staff.	Staff is provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. Any updates are readily provided to all staff. <i>Individual staff members frequently meet with their students to review progress toward graduation.</i>	
Student Understanding of Graduation Requirements	Students are not provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma.	Teachers verbally disseminate information to students regarding curriculum tracks, graduation requirements and alternative routes to a diploma.	Students are provided information and resources through a single source regarding curriculum tracks, graduation requirements and alternative routes to a diploma.	Students are provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma.	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>	
Parent Understanding of Graduation Requirements	Parents are not provided information or resources regarding	Teachers verbally disseminate information to parents regarding	Parents are provided information and resources through a single source regarding	Parents are provided information and resources through various means regarding	Parents are provided information and resources through various means regarding curriculum tracks,	

	curriculum tracks, graduation requirements and alternative routes to a diploma.	curriculum tracks, graduation requirements and alternative routes to a diploma.	curriculum tracks, graduation requirements and alternative routes to a diploma.	curriculum tracks, graduation requirements and alternative routes to a diploma.	graduation requirements and alternative routes to a diploma. <i>Parents are able to monitor their student's progress toward graduation. School events are regularly scheduled to engage parents in discussions regarding graduation.</i>	
COMMENTS:					TOTAL: Points possible = 32	
4 “Best Practice” requires a) observable/measurable evidence and b) documentation of consistent use.						