



# Self-Assessment Tool

## Indicator 1 & 2 Graduation & Drop Out

Date:

Person Completing Assessment:

Team Members Present:

### Purpose:

This tool is designed to assist districts with these two major goals:

- 1) Assessing the district's current implementation of supports to improve the educational outcomes of students with disabilities in the areas of graduation and drop-out; and
- 2) Identifying steps to improve.

### Instructions:

1. **Form a Team.** Identify site-based personnel (including administrative, instructional, specialized, and/or support staff) to participate as members of this team. Your team needs to consist of experts in this area and have the ability to implement improvement strategies.
2. **Review Tool and Gather Supporting Documents.** Prior to meeting, provide each team member a copy of the paper Self-Assessment to allow time to become familiar with this tool and gather Supporting Documents\* that document the district's current practices and procedures.
3. **Meet to Review Practices and Procedures.** Schedule approximately 1-3 hours to meet as a team to consider the probing questions, develop a summary response, and consider ways to improve (which includes identifying the professional development to pursue). A team member identified as the "recorder" may also document barriers, concerns, and questions raised by the team.

4. **Complete the Self- Assessment.** The summary should be completed as a team. Once the team has answered the probing questions, provide a summary describing what you learned from the review, and what barriers are preventing you from meeting the target. Finally, the team will develop action steps or an improvement plan and describe the needed professional development to support the plan.
5. **Submit Plan Electronically.** Submit the teams plan for improvement following the link:  
[https://osde.co1.qualtrics.com/jfe/form/SV\\_bpFIGr5Nh5J4YFn](https://osde.co1.qualtrics.com/jfe/form/SV_bpFIGr5Nh5J4YFn).
6. **Continued Monitoring and Improvement.** Once the plan has been submitted and implemented, the team should meet again to analyze results, identify areas of improvement, and make adjustments to the plan as you move towards improving performance.

## Helpful Hints:

\*Identify all relevant data to assist your team as you review and identify areas of needed improvement. Here are a few recommended data sources for analyzing graduation and drop-out performance:

- Attendance data for the past two years
- Attendance data that includes a history of dropouts (including attendance in elementary, middle school, and high school)
- Community/county resources are available to support students at risk and the families
- Data for suspensions (in school & out of school) (suspension data of dropouts and students that did not graduate on time should include a breakdown by disability category, race, gender, ethnicity)
- Data for office referrals (office referral data of dropouts and students that did not graduate on time should include a breakdown by disability category, race, gender, ethnicity)
- Grades and credits for students with disabilities
- Bullying Data (reported/findings/resolutions)
- Graduation data for the past two years
- Students with disabilities (grades 9-12<sup>th</sup>) grades, categories, placement and services provided
- Alternative options to assist students to remain on track to graduate (online classes/evening classes)
- Counselors roles & procedures to regularly inform all students of progress towards graduation
- Transcripts of past two years students dropped out
- Data on students reasons for dropping out (past two years)
- Policy & procedures regarding:
  - Attendance
  - At Risk students
  - Bullying

## Self-Assessment Questions: Indicators 1 & 2: Graduation and Drop-out

**Step 1:** Consider why your district did not meet the target on these indicators by addressing the questions below. Record your responses in the space below the questions.

### Attendance

1. How does your district analyze attendance data to determine if there is a relationship between the attendance rates of students with and without disabilities who do not graduate on time and/or have dropped out of school? What have you learned? Consider how rates compare between the two groups of students, whether attendance is an issue, whether students were absent when younger, etc.
2. Describe how your district monitors attendance, how parents are informed of attendance concerns, and the supports provided to students with low attendance rates. How do you measure the effectiveness of these procedures at improving attendance rates?

### Behavior and discipline

3. How does your district analyze suspension/expulsion data for students with and without disabilities to identify students at risk for not graduating on time and/or dropping out? What have you learned?
4. Describe the alternative programs and/or supports available to students with disabilities with high rates of suspension and/or behavior problems. How do you measure the effectiveness of the programs and/or supports?

### Courses: passing/credit accrual

5. Describe how your district supports students toward graduation (such as sharing progress toward graduation, offering programs for students who are not on track, addressing career and skill development, etc.). How do you measure the effectiveness of these programs and procedures for ensuring students graduate on time and stay in school?
6. How does your district analyze the transcripts of students who drop out? What have you learned? Consider students' earned versus needed credits, whether drop-out is associated with particular failed courses or subjects, etc.

### District programs, policy and procedures

7. How does your district analyze the data to determine if certain populations have lower rates of attendance, higher suspension rates, lower grades, take longer to graduate, and/or have higher dropout rates? What have you learned? Consider whether patterns exist by disability categories, race/ethnicities, gender, age, ELL, socioeconomic status, etc.
8. How does your district analyze the data to determine whether special education services and/or placement affects graduation and drop-out? What have you learned?
9. How does your district use bullying incident data to determine if bullying is related to students who drop out? What have you learned?
10. Does your district analyze students' perspectives on dropping out? If so, what have you learned? Have changes been made to instructional strategies, programs, and/or policies based on your findings? How do you measure the effectiveness of the changes?

Record your responses to the questions above. (You may need additional paper to record your responses.)

**Step 2:** What did you learn from the completion of Step 1? Please summarize the responses to the questions above, identifying the factors that your team believes are most linked to low achievement on these indicators. Be thorough; you will submit this response.

**Step 3:** Identify and describe your action steps/improvement plan to improve performance. Be sure to discuss any barriers to achievement you foresee. You will submit this response.

**Step 4:** Describe the professional development needed that will assist your district in improving your performance in these indicators. You will submit this response. Identify the topic, the audience, and when it will be presented.

Date:

Audience:

Description: