

## Self-Assessment Questions: INDICATORS 1 and 2 – Graduation and Dropout

**Please review these questions prior to completing the online survey. The last page of this document includes a list of your team members. You will be asked to upload the page to the survey.**

- 1) Are attendance rates of students with disabilities comparable to those of all students (not including time out of class for IEP services)? (answer type - yes/no/unsure)
  - a. If No – What are the potential factors for lower attendance rates of students with disabilities? (answer type - open text)
- 2) How does your district monitor attendance? (answer type - open text)
- 3) How are parents notified of non-attendance? (answer type - open text)
- 4) What supports are provided to students with low attendance? (answer type - open text)
- 5) Are graduation rates for students with disabilities comparable to non-disabled peers? (answer type – multiple choice)
  - a. Students with disabilities graduate at a higher rate
  - b. Students with disabilities graduate at a lower rate
    - i. If (b) is selected – What are the potential factors for a lower rate of students with disabilities graduating? (answer type - open text)
  - c. Graduation rates are comparable
- 6) Does a particular disability category show a disproportionately higher dropout rate? (answer type - yes/no/unsure)
  - a. If Yes – Which disability category shows a disproportionately higher dropout rate? (answer type – dropdown selection)
  - b. If Yes – What potential factors contribute to the disproportionality? (answer type - open text)
- 7) Are students with disabilities meeting district or state requirements for graduation within their cohort? (answer type - yes/no/unsure)
  - a. If No - What are the potential factors for students with disabilities not meeting graduation requirements within their cohort? (answer type - open text)
- 8) Do teachers or counselors work with individual students to ensure that they are on track to graduate? (answer type - yes/no/unsure)
  - a. If Yes – What does your district model look like? (answer type - open text)
- 9) Are students provided information and resources through various means regarding curriculum tracks and graduation requirements? (answer type - yes/no/unsure)
  - a. If Yes – What type of resources are students provided regarding curriculum tracks and graduation requirements? (answer type - open text)
  - b. If Yes – How often are resources provided to students regarding curriculum tracks and graduation requirements? (answer type - open text)

## OKLAHOMA STATE DEPARTMENT OF EDUCATION – SPECIAL EDUCATION SERVICES

- 10) Are staff provided information and resources for graduation requirements? (answer type - yes/no/unsure)
  - a. If Yes – What types of information and resources about graduation requirements are provided to staff? (answer type - open text)
  - b. If Yes – How are staff provided information and resources related to graduation requirements? (answer type - open text)
- 11) Does the district identify students who are not on track to graduate? (answer type - yes/no/unsure)
  - a. If Yes – What does your district model for identifying students who are not on track to graduate look like? (answer type - open text)
  - b. If Yes – What grade level does tracking for graduation begin? (answer type – dropdown selection)
- 12) How are students who move in from out of state supported? (answer type - open text)
- 13) Describe your district's process for enrolling and supporting students with disabilities who transfer in from non-accredited schools/homeschools in meeting graduation requirements and recovering credit. (answer type – open text)
- 14) Are there credit recovery options available to students with disabilities? (answer type - yes/no)
  - a. If Yes – What credit recovery options are available to students with disabilities? (answer type - open text)
- 15) Does your district maintain an effective dropout prevention program? (answer type - yes/no/unsure)
  - a. If Yes – What data is used to drive the district dropout prevention program? (answer type - open text)
  - b. If Yes – What does the district dropout prevention program look like? (answer type - open text)
- 16) Are there community resources in your area available to support students who are at risk for dropping out of school? (answer type - yes/no/unsure)
  - a. If Yes – What community resources in your area available to support students who are at risk for dropping out of school? (answer type - open text)
  - b. If Yes – Are those community resources available to all students? (answer type – yes/no/unsure)
  - c. If Yes – How are students made aware of the community resources? (answer type - open text)
  - d. If Yes – Are the community resources used on a consistent basis? (answer type - yes/no/unsure)
- 17) Does your district have a process to determine if students (14 and above) who unenrolled are continuing in another district? (answer type - yes/no/unsure)
  - a. If Yes – What does your district process for determining if students (14 and above) who unenrolled are continuing in another district look like? (answer type - open text)
- 18) Based on the information you entered, what steps will your district take to improve in the area of graduation and dropout? (answer type - open text)

**Team Members for Self-Assessment: Indicators 1 and 2 – Graduation and Dropout**

The self-assessment team should include at least 5 relevant members of your staff, such as: Special Education district staff, principals, teachers, and counselors. Please include additional pages if necessary.

Name	Title	Signature