

Student Graduation Supports Assessment

Current Status			Feature	Priority		
In place	Partly In place	Not in Place		High	Medium	Low
			A. Policy and Practice Supports			
			1. The school systematically works to insure that classrooms are inviting, instructionally sound, and lessons are presented in a positive and engaging manner.			
			2. The school environment is generally perceived by students and staff as safe from verbal and physical threat.			
			3. Positive interventions (not just punitive consequences) are systematically used for students with attendance, behavior and academic problems (e.g. verbal reinforcement, talking with student to problem-solve, phone call home, developing individual learning plans, signing student-parent contracts, etc.)			
			4. Policies and procedures are in place <u>and in practice</u> which clearly spell out expectations and consequences for students relative to attendance .			
			5. Policies and procedures are in place <u>and in practice</u> which clearly spell out expectations and consequences for students relative to behavior .			
			6. 90% or more of freshmen students can clearly state how the credit system works and what credits are required to graduate from high school.			
			7. Specific supports are offered during each of 4 critical transitions: home to school (K-1st grade), elementary to middle, middle to high and high school to work/post secondary.			
			8. Students at the middle school and high school level have at least one period per day where they can do out-of-class homework or study and have access to teachers for help during that time.			
			9. If students are permitted to leave the school campus due to an open period, their exit from the school is monitored and clear procedures are in place to ensure that only authorized students leave campus and that students return to campus if they are supposed to.			
			10. Adults, including teachers and administrators, are regularly in the hallways during passing periods and as classes begin, reminding and encouraging students to be in class on time.			

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			B. Early Warning System and Response			
			1. Policies and procedures are in place <u>and in practice</u> to intervene in grades 1-5 with any student failing a subject .			
			2. Policies and procedures are in place <u>and in practice</u> to intervene in grades 6-8 with any student failing a core class .			
			3. Policies and procedures are in place and in practice to intervene in grades 9-12 with a student failing any course and with all students who are over age and under credit .			
			4. A team is in place in the school that regularly reviews school-wide and individual student data including attendance, behavior and mid-course failing grades.			
			5. When students begin to demonstrate troubling patterns of attendance, behavior and/or academic failure, schools systematically implement an individual assessment and intervention process.			
			6. When struggling students are identified, their teachers are given time to meet and plan together as a group to address student needs.			
			7. Data are systematically collected and reported for students in such a way that concerns are clearly evident to students and parents.			
			8. Attendance, behavior and/or academic performance contracts are available for students, parents and schools to sign together.			
			9. Individual attendance plans are created and monitored for every student who is habitually truant.			
			10. Adequate tutoring services are available for students who need them.			
			11. A range of alternative education options are available for students.			
			12. Intervention plans with students and families contain a follow-up component to insure that plans are implemented with fidelity and adjusted over time as needed.			

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			C. Roles and Responsibilities			
			1. All adults in the school share and act upon the responsibility to approach a student and inquire if that student is potentially skipping a class.			
			2. There is staff accessible in the building (counselors, administrators, others) who is familiar with the local community health and social service providers and how to access their services.			
			3. Attendance officers are available for the school and are trained to provide positive support and community resource access, not just manage legal consequences and accountability.			
			4. A person at the district level or at the school building level has the specific responsibility to coordinate supports for students struggling with attendance, behavior or course failure(s).			
			5. A person at the district level has the specific responsibility to reduce the number of students who drop out and increase the number of students who successfully graduate.			
			6. A person at each high school has the specific responsibility to reduce the number of students who drop out and increase the number of students who successfully graduate from that school.			
			7. Your school district has a strategic plan for dropout prevention, including benchmarks to measure success, that is revisited and revised each year at a minimum.			
			8. Over the past 12 months there have been several significant staff discussions or training opportunities about the predictive relationship between attendance, suspension and course failure on dropping out of school.			
			9. Policies and practices at the district and school building level are reviewed each year, particularly regarding discipline and attendance.			

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			D. Parent Communication			
			1. Parents are informed of policies at the beginning of the year and at appropriate times throughout the year. The school has a mechanism in place to assure that parents have reviewed policies and procedures.			
			2. Information about policies and practices is presented to parents in such a way that they are likely to receive, review and clearly understand it.			
			3. School officials –either district level or at the school building level—meet with parents of any student planning to drop out before the decision is finalized and the student is coded as a dropout.			
			4. Parents receive a same-day person-to-person contact to report that a student has been absent without substantiated explanation (parent note, parent phone call, pre-authorization, etc.).			
			5. Parents of struggling students receive positive phone calls when their student is beginning to show a pattern of improvement.			

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			E. Dropout Recovery & Retrieval			
			1. Procedures are in place to contact students who have dropped out and to encourage them to return to school.			
			2. Options for recovering credit are available for students who are fewer than 10 credits short of graduation.			
			3. Coding for student withdrawal, dropout or transfer is done consistently and accurately.			
			4. Coding for student transfer and dropout is done quickly, allowing for dropout recovery efforts to begin within three days.			
			5. A person at the district level or at the school building level has the specific responsibility to contact students who have dropped out, assess the reasons for dropping out and work with the student to get them back in school.			
			6. When dropouts return to a mainstream or alternative setting within the district, a person is specifically responsible for tracking their progress and checking in with them regularly.			