

| 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.

| 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:

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

| 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:

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

| 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> |

Comments/Documentation:

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

| 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:

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

| Component 6: Staff Understanding of Graduation Requirements | | | | RATING: |
|--|---|--|---|--|
| None 0 | Exploring 1 | Partial 2 | Adequate 3 | Best 4 |
| <ul style="list-style-type: none"> • Staff is not provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma. | <ul style="list-style-type: none"> • Staff is inconsistently provided information or resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma. | <ul style="list-style-type: none"> • Information and resources regarding curriculum tracks, graduation requirements and alternative routes to a diploma are provided to staff annually. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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> |
| <p>Comments/Documentation:</p> | | | | |
| <p>Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.</p> | | | | |

| 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:

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

| 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/measureable evidence and b) documentation of consistent use.