

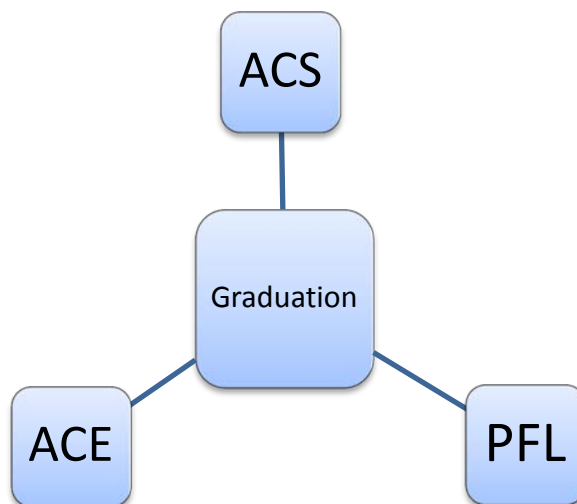
The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agency (SEAs) in their implementation of the Individuals with Disabilities Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

## Indicator 1 – Graduation Rate

**Percent of Youth with IEPs graduating from high school with a regular diploma.  
(20 U.S.C.1416 (a) (3) (A))**

There are three prongs to graduate from a public high school accredited by the State Board of Education with a standard diploma. First, students must earn a minimum of 23 credits demonstrating mastery of the state academic content standards (ACS) in the following subjects: Algebra I; English II; and Two of the following five: Algebra II, Biology I, English III, Geometry, and/or United States History. Second, all students must meet the Achieving Classroom Excellence (ACE) by demonstrating mastery of the ACS in four of seven subject areas by scoring satisfactory or advanced to graduate High School. There are alternate tests for each subject area as well as approved projects that can be completed independently a to show proficiency. In addition, there are accommodations and exceptions for English Language Learners (ELL) and students who have an Individualized Education Program (IEP). Last, students must demonstrate mastery of all fourteen of the Personal Financial Literacy (PFL) standards.

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



## **Indicator 2 – Dropout Prevention**

### **Percent of Youth with IEPs dropping out of high school. (20 U.S.C.1416 (a) (3) (A))**

Oklahoma’s definition of a dropout is a student who enrolled at the beginning of the current school year; has not graduated from high school or completed a State or district-approved educational program; and does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death. (20 U.S.C.1416 (a) (3) (A))

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

#### Instructions

Prior to beginning the self-assessment, the Local Educational Agency (LEA) may need to gather and review educational records, processes, information and documents related to **graduation and dropout rate** in the LEA. This information may include:

- 1) **Indicator 1 LEA level data**
- 2) **Indicator 2 LEA level data**
- 3) **Staff training, materials, and administrator support**

Each Component and best practice description is followed by a list of measures and examples of those measures. An LEA’s stage of practice should be informed by these measures.

#### Stages of Practice

The self-assessment is intended to identify an LEA’s stage of practice in the area of parent involvement and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

- 1) None
- 2) Exploring
- 3) Partial
- 4) Adequate
- 5) Best

An LEA may assess its practice as “Best Practice” if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

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## Components

For the area of **graduation and dropout rate**, the (OSDE-SES) has identified 8 quality indicators. These indicators provide a comprehensive description of **graduation and dropout rate** in the LEA.

- 1) **Community and Local Educational Agency (LEA) Collaboration**
- 2) **Student Achievement Focus**
- 3) **Alignment of Instructional Strategies and Assessment Procedures**
- 4) **Community Based Support Structure**
- 5) **Dropout Prevention Strategies**
- 6) **Staff Understanding of Graduation Requirements**
- 7) **Student Understanding of Graduation Requirements**
- 8) **Parents Understanding of Graduation Requirements**

# Indicator 1 & 2: Graduation Rate & Dropout Prevention Self-Assessment Instructions

## Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

- 1) Director of Special Education Services
- 2) Special Education Teachers
- 3) General Education Teachers
- 4) Principals/Assistant Principals/Administrators
- 5) Counselors
- 6) Related Services Personnel
- 7) Parents

List the team here:

Name	Role	Signature

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**Components**

**1) Community and LEA Collaboration**

**Best Practice:** Regular collaboration occurs between the community and school personnel. Collaboration includes discussion regarding common goals and values *and reflection on program effectiveness*.

**Measures:**

— The LEA has a collaborative approach to involving all stakeholders in the community.

\_\_\_\_\_ Consistently meets \_\_\_\_\_ Inconsistently meets

- Ex. The LEA has an active school improvement council or committee(s) with representatives from the school and community organizations.

— The LEA has procedures in place to evaluate programs effectiveness.

\_\_\_\_\_ Consistent \_\_\_\_\_ Inconsistent

- Ex. A committee reviews data (current and past) on dropout rates and students on target for graduation.

Comments/Documentation:

## 2) Student Achievement Focus

**Best Practice:** School leadership collaborates with all staff and community stakeholders to provide support and resources for increased student achievement *on a continuous basis*. *Collaboration includes reflection on program effectiveness.*

### Measures:

- The school leadership provides vision and direction to school staff, parents, and community groups.
  - Ex. The schools mission is clearly visible in the school. The schools atmosphere displays staffs' beliefs in the vision in the students' abilities to succeed.
  
- The staff is provided methods to communicate with leadership.
  - Ex. Staff has the availability to freely communicate ideas for improvement, needed training/support and is an important part of the programs and education of students.
  
- The LEA provides professional and personal growth opportunities directed to improving student learning.
  - \_\_\_\_\_ Consistent \_\_\_\_\_ Inconsistent
  - Ex. Professional development is provided at the site level that meets the staff needs.
  - Ex. Staff is encouraged to actively engage in outside professional development related to increasing student achievement.

Comments/Documentation:

### 3) Alignment of Instructional Strategies and Assessment Procedures

**Best Practice:** Student learning is supported through alignment of curriculum guides, support materials, instructional strategies, and assessment procedures. Professional development is provided to ensure continuous alignment. *Data on individual student outcomes is used to guide alignment decisions.*

**Measures:**

— Curriculum aligns to grade-level content standards.

\_\_\_\_\_ Consistent \_\_\_\_\_ Inconsistent

- Ex. Lesson plans are aligned to grade-level content standards.

— Curriculum imbedded instruction is presented in multiple formats.

- Ex. Comparison of lesson/intervention plans to formative assessments data on individual students

— The LEA provides professional and personal growth opportunities directed to improving student learning.

\_\_\_\_\_ Consistent \_\_\_\_\_ Inconsistent

- Ex. Professional development is provided at the site level that meets the staff needs.
- Ex. Staff is encouraged to actively engage in outside professional development related to increasing student achievement.

Comments/Documentation:

#### 4) Community Based Support Structure

**Best Practice:** 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 *and additional community partnerships are identified to address those needs.*

**Measures:**

- The LEA provides support those students in greatest need of academic assistance.
  - Ex. The LEA has in place a team of educators that meet regularly to determine the educational, emotional, or family support needs on an individual basis.
  - Ex. When appropriate, the LEA will pull in the appropriate community members to assist in the support for students and their families.
  
- The LEA provides parental information.
  - Ex. The LEA provides parent nights, transition fairs, online grade system, and multiple means for parent communication.
  
- Community partnership involvement is provided to the students.
  - Ex. The community is invited to participate and provide support for secondary transition services during the IEP meeting, with prior parent permission.
  - Ex. The special education teacher works directly with the community partners to ensure student success.

Comments/Documentation:



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**5) Dropout Prevention Strategies**

**Best Practice:** Dropout prevention strategies are programmatic and address the needs of all students. Programs are developed based on multiple year *student level* data and individual site needs. *Programs are designed to extend across grade levels.*

**Measures:**

- The LEA utilizes dropout data to drive decisions.
  - Ex. A committee will track students beginning in 7<sup>th</sup> grade through to graduation and provide programs to support at risk students.
  - Ex. A committee has procedures to identify students that may be at risk of dropping out of school.
  
- The LEA utilizes local resources.
  - Ex. A committee matches the students and family's needs with resources in the community.

Comments/Documentation:

## 6) Staff Understanding of Graduation Requirements

**Best Practice:** 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. *Individual staff members frequently meet with their students to review progress toward graduation.*

### Measures:

- The site provides current State and local requirements for graduation.
  - Ex. Information is provided annually regarding graduation requirements.
  - Ex. Staff is aware of options for assisting students to meet the graduation requirements.
  
- Procedures are in place to assist students in meeting all graduation requirements.
  - Ex. All students in grade 9-12 are assigned to staff members for annual monitoring of progress towards graduation requirements.

### Questions for Students:

- ❖ Do you know what is required to graduate with a high school diploma?
- ❖ Has school staff annually reviewed your progress towards graduation and provided you guidance?

Comments/Documentation:

### 7) Parent Understanding of Graduation Requirements

**Best Practice:** Parents are provided information and resources through various means regarding curriculum tracks, graduation requirements and alternative routes to a diploma. *Parents are able to monitor their student's progress toward graduation. School events are regularly scheduled to engage parents in discussions regarding graduation.*

#### Measures:

- The site provides current State and local requirements for graduation.
  - Ex. Information is provided annually regarding graduation requirements.
  - Ex. The LEA works with parents on options for assisting students to meet the graduation requirements.
  
- Procedures are in place to assist students to graduation.
  - Ex. Parents are informed annually of the staff member assigned to assist individual students and parents towards meeting graduation requirements.

#### Questions for parents:

- ❖ Do you know what is required to graduate with a high school diploma?
- ❖ Has school staff provided information to you regarding your child's progress towards graduation?

Comments/Documentation: