

## Self-Assessment Overview

The self-assessment portion of the High School Success plan targets features required by law. While many may view the High School Success effort as focused on career and technical education, dropout prevention and, to a lesser extent, college-level opportunities, the law has a number of required elements that broaden the scope and justify the High School Success moniker. These required elements are foundational to the work of High School Success. The law's official title, *The High School Graduation and College and Career Readiness Act of 2017*, correctly implies the goals of the law. These goals are "improve students' progress toward graduation beginning with grade 9, increase the graduation rates of high schools and improve high school graduates' readiness for college or career."

Several required features serve these goals in the High School Success effort, as do the three programmatic areas well known to most local staff involved in plan development. As listed in ORS 327.883 section 2(b), A through D, districts must:

- "Provide sufficient time for teachers and staff of students in grade 9 to review data on students' grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on track to graduate;
- Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12;
- Assign high school students to advanced and dual-credit courses based on academic qualifications in order to avoid bias in course assignments; and

- Implement systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation...
- Cooperate, coordinate or act jointly with other school districts, education service districts, regional achievement collaboratives, post-secondary institutions or other education partners, including professional learning communities;
- Cooperate, coordinate or act jointly with nonprofit programs and community-based organizations that have demonstrated achievement of positive outcomes in work with underserved student populations;
- Consult with federally recognized Oregon Indian tribes, as required by rule of the State Board of Education; and
- Use evidence-based criteria to determine appropriate staffing ratios and class sizes to achieve the purposes of the fund and to maximize benefits from apportionments..."

The law also requires that, as necessary for success, districts establish partnerships "*with other school districts, education service districts, regional achievement collaboratives, post-secondary institutions or other education partners, including professional learning communities (ORS 327.883 section 2(b)).*"

The self-assessment goes on to address the data needed to support teacher meetings and to better inform the "*district needs assessment and an explanation of how the establishment or expansion of career and technical education programs, college-level educational opportunities or dropout-prevention strategies addresses those needs*" required by ORS 327.883 section 2(a)(A).

Self-Assessment Item	Typical Response Scale			
	Not Yet	Emerging	Practicing	Embedded
<p>1. Our district or charter school provides sufficient time for teachers and staff of students in grade 9 to review data on students' grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on track to graduate.</p>	<p>Teachers are not meeting to review these data and to develop strategies to improve ninth grade on-track for on time graduation.</p>	<p>Teachers meet on an infrequent or irregular basis to discuss the needs of students at risk of falling off-track for on time graduation. The meetings may not include all teachers or teachers may be inconsistent in their attendance. Some needed data may be unavailable but under development.</p>	<p>Meetings are held on a regular, frequent schedule (best practice is biweekly) to discuss appropriate and available data that address students at-risk of failing to earn sufficient credits to remain on-track toward graduation.</p>	<p>This aspect of eligibility is fully in place with teachers meeting frequently to review and discuss appropriate data identifying students off-track for on time graduation and identifying approaches to overcome these challenges. Teacher teams have structures and protocols to improve the performance of all students not just those at risk of not graduating. Staff conducts appropriate evaluation of the effectiveness of this effort and its impact on student progress toward graduation.</p>
<p>2. What is the structure of these meetings?</p> <p>ODE staff recommend you look into information regarding teacher teaming as described by the Network for College Success <a href="#">Freshman On-track Toolkit</a>. For a succinct description of how to structure teacher teams for this work, you might check out the <a href="#">Freshman Success Framework</a>.</p>	<p><b>Data Team</b>—While collaboration around data is an important aspect of instructional improvement, it may not provide adequate supports to individual students based on unique experiences and outcomes.</p>	<p><b>Student Support Team</b>—While Student Support Teams help to provide targeted supports to individual students based on unique experiences and outcomes, these teams may not effectively address systemic challenges in instructional content or delivery or broader systems of support for students including afterschool programs or in-school social and emotional supports for all students.</p>	<p><b>Professional Learning Communities</b>—While PLCs target improvement of instructional delivery and content, they may not address programs of social and emotional supports for all students or supports to individual students based on unique experiences and outcomes.</p>	<p><b>Success Team</b>—Implementation of success teams with fidelity addresses not only instructional improvement needs but also programs for all students supporting their social and emotional needs and targeting the needs of individual students struggling to manage the rigors of high school and the associated personal challenges.</p>

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3. How frequently do these meetings occur?	We are not yet holding regular meetings to address 9th grade on-track and to keep students moving forward.	<b>Semi-annually or Annually</b> — Meetings scheduled this infrequently will not have the desired impact.	<b>Monthly or Quarterly</b> —This schedule will likely result in students continuing to fall behind on credit acquisition and delay graduation for some students.	<b>Weekly or Every other week</b> — This meets best practice and can effectively address the needs of students at-risk of not graduating on time.
4. Teacher collaboration meetings identify and help to meet the needs of all students in the school with special attention to traditionally underserved students who may face systemic challenges.	While including only teachers of students in 9 <sup>th</sup> grade meets the letter of the law, the intent is to include all staff who would be of value in addressing both instructional improvement and the social and emotional needs of students as they work toward meeting all graduation requirements.  You are encouraged to include broad representation of staff at both the school and district levels to ensure both instructional improvement and students' social and emotional needs are addressed in these meetings. ODE staff encourages you to continually review the makeup of this group and to adjust it as necessary and as frequently as might prove valuable to this effort.			
5. Teacher collaboration meetings are conducted in ways that change outcomes for students (both individuals and groups).	No collaboration meetings are conducted or they are conducted on an irregular schedule or are not well attended by staff.	Staff meet to collaborate on a regular basis. Those in attendance make few decisions at these meetings or do not follow up on these decisions to ensure implementation.	Staff meet on a regular basis to collaborate and make decisions to support the needs of students at risk of failing to graduate in four years. Responses and problem solutions target individual students. Systems currently in place are used to address student needs as they are identified.	Meetings are conducted on a regular basis. The right people are in the room to identify students needing assistance and to identify supports for individual students. Additionally, students in need of programmatic (as opposed to individual) supports are properly identified and matched to these programs. As necessary, programs are developed and implemented to meet the needs of groups of students at-risk of falling off track toward graduation.

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6. How do you know outcomes for students have been changed by these meetings?	As decisions are made and implemented staff follow up to ensure services are delivered and are having the intended outcomes. These checks provide a feedback cycle into the team meetings to improve decision-making and supports for use in the future as student needs are identified and programs are developed to address those needs.			
7. What additional supports or actions are necessary to improve the effectiveness of these meetings in improving the ninth grade on-track rates in your school(s)?	This is your opportunity to identify and report on services and supports needed to improve outcomes for your students. These may be services needed from ODE or from any sources you can identify. ODE will use this information to plan services but this should be used to identify resources needed from other non-governmental service providers (e.g. Education Northwest, Stand for Children), state-supported service providers (e.g. Education Service Districts, Career and Technical Education Regional Coordinators and Dual Credit Coordinators), community colleges, universities, and online providers and for-profit contractors.			
8. Our district or charter school has implemented systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation.	Student scheduling is largely the responsibility of the student in concert with parents or other personal advisors.	Students are counseled on the importance of selecting and successfully completing courses that will lead to on time graduation.	Transcript reviews are conducted with each student annually to ensure courses selected and completed will lead to on time graduation.	A committed professional works with the student to ensure course selection and course completion align to the student's education plan and education profile. This includes frequent check-ins and transcript reviews to confirm the student is accumulating needed credits ensuring on time graduation.

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9. Efforts are made in partnership with families (through parent engagement and collaboration and frequent communication as warranted) to support on-track progress toward graduation.	The school provides parents documents outlining graduation requirements.	School staff counsels parents at a ninth grade orientation or similar event on the importance of course selection and completion.	The school provides all information necessary for effective course selection and encourages family engagement in the development of the student's education plan and education profile including the planning of course selection and scheduling to meet students' goals.	Counseling sessions supporting course selection and encouraging course completion include parents at least annually and offer guidance on course selection and supports toward course completion. The student's education plan and education profile are a central element of this counseling and is modified as a result of input from the student and family at least annually to help students achieve their goals.
10. Our school district or charter school has a system or process in place (beginning with 8th grade students, at a minimum) for reviewing attendance, grades, credit accumulation and disciplinary referrals to identify students at risk of dropping out of high school within four years.	There is no system in place for reviewing attendance, grades, credit accumulation and disciplinary referrals to identify students at risk of dropping out of high school within four years.	Data are collected describing attendance, grades, credit accumulation and disciplinary referrals for each student. These data are occasionally reviewed when a problem with a specific student is detected through other means.	Data are collected describing attendance, grades, credit accumulation and disciplinary referrals for each student. These data are used as an element of teacher collaborative meetings where students at risk of not graduating on time are identified and appropriate supports or interventions are identified targeting identified students.	Data are collected describing attendance, grades, credit accumulation and disciplinary referrals for each student. These data are central to teacher collaborative meetings where students at risk of not graduating on time are identified. The meetings include development and application of supports and interventions for individual student but also identify systemic barriers to success for groups of students for whom challenges are not personal or individual but rather systemic issues.

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11. Additional academic and social supports are in place for students (beginning in the summer after grade 8, at a minimum) who are at risk of dropping out to ensure they are on track to graduate by the time they enroll in grade 10, and remain on track to graduate.	There is no system in place to provide additional academic supports for students identified as at risk of dropping out to to address academic challenges.	Staff have begun initial work on a system to provide additional academic supports for students identified as at risk of dropping out to to address academic challenges but few students have access to these services.	Students have regular access to a fixed set of academic supports provided to all students identified as at risk of dropping out. The system provides for the needs of most students referred for these services.	All students identified as at risk of dropping out are referred to and benefit from a system of supports tailored to the needs of the individual student. Review of the effectiveness of the system has helped us to identify and correct problems and provides a continuous feedback loop for on-going improvements.
12. Students identified as at-risk of dropping out have access to engaging summer learning opportunities.	There is no system in place to provide summer learning opportunities for students identified as at risk of dropping out to to address academic challenges.	Staff have begun initial work on a system to provide summer learning opportunities for students identified as at risk of dropping out to to address academic challenges but few students have access to these services.	Students have regular access to a fixed set of summer learning opportunities provided to all students identified as at risk of dropping out. The system provides for the needs of most students referred for these services.	All students identified as at risk of dropping out are referred to and benefit from a system of summer learning opportunities as appropriate and tailored to the needs and interests of the individual student. Review of the effectiveness of the system has helped us to identify and correct problems and provides a continuous feedback loop for on-going improvements.

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13. Students identified as at-risk of dropping out have access to additional instructional time such as tutoring or small-group instruction whether outside or during school hours.	There is no system in place to provide additional instructional time for students identified as at risk of dropping out to to address academic challenges.	Staff have begun initial work on a system to provide additional instructional time for students identified as at risk of dropping out to to address academic challenges but few students have access to these services.	Students have regular access to additional instructional time provided to all students identified as at risk of dropping out. The system provides for the needs of most students referred for these services.	All students identified as at risk of dropping out are referred to and benefit from additional instructional time tailored to the needs and interests of the individual student. Review of the effectiveness of the system has help us to identify and correct problems and provides a continuous feedback loop for ongoing improvements.
14. Students identified as at-risk of dropping out have access to counseling and coaching supports to receive early exposure to career development and post-secondary education opportunities.	There is no system in place to provide counseling and coaching supports related to post-secondary opportunities for students identified as at risk of dropping out to to address academic challenges.	Staff have begun initial work on a system to provide counseling and coaching supports related to post-secondary opportunities for students identified as at risk of dropping to highlight students strengths and interests.	Students have regular access to counseling and coaching supports related to post-secondary opportunities provided to all students identified as at risk of dropping out. The system provides for the strengths, needs, and interests of most students referred for these services.	All students identified as at risk of dropping out benefit from counseling and coaching supports related to post-secondary opportunities tailored to the, strengths, needs, and interests of the individual student. Review of the effectiveness of the system has help us to identify and correct problems and provides a continuous feedback loop for ongoing improvements.

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15. Our school district has implemented district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12.	There is no system in place for identifying or intervening with students who are chronically absent.	Students who meet the criteria the district has defined as chronically absent are identified and administrative staff intervene with behavior modification efforts designed to provide incentives for attendance.	Students who meet the criteria the district has defined as chronically absent are identified. Staff work to determine barriers and needed opportunities to improve the individual student's attendance and to provide needed supports tailored to the student's needs. A review of school instructional practices and offerings is conducted and incorporated into school improvement plans.	Students who meet the criteria the district has defined as chronically absent are identified. Staff work to determine barriers and needed opportunities to improve the individual student's attendance and work to provide needed supports tailored to the student's needs. The effectiveness of these supports is monitored and evaluated in concert with the student and the students personal support system including family members. Where needed, the system is adjusted to accommodate the individual student and to ensure improved attendance and academic performance. An ongoing review of school instructional practices and offerings is conducted and incorporated into school improvement plans
16. What additional supports and resources are needed to improve freshman on-track rates?	This is your opportunity to identify and report on services and supports needed to improve outcomes for your students. These may be services needed from ODE or from any sources you can identify. ODE will use this information to plan services but this should be used to identify resources needed from other non-governmental service providers (e.g. Education Northwest, Stand for Children), state-supported service providers (e.g. Education Service Districts, Career and Technical Education Regional Coordinators and Dual Credit Coordinators), community colleges, universities, and online providers and for-profit contractors.			



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17. Our school district or charter school has systems in place to ensure all students are prepared and able to participate in college level courses that match their interests and strengths while in high school.	Students are allowed to select courses without regard to their planned future and preparation for advanced coursework is undirected.	Staff have begun to counsel high school students in course selection leading toward advanced coursework. Some students arrive at high school short credits needed in specific course sequences and are unable to meet requirements for placement.	Students are counseled from 7th grade through high school to strive for advanced coursework where appropriate. Courses preparatory to advanced coursework are available and can be scheduled to accommodate individuals who may not have prerequisite experiences in place. Tutoring and/or out of school support is available to support student success in advanced courses.	Students are counseled from 7th grade through high school to strive for advanced coursework where appropriate. Courses preparatory to advanced coursework are available and can be scheduled to accommodate individuals who may not have prerequisite experiences in place. Administrators, teachers, and students believe that advanced coursework is appropriate to and should be available for all students who are interested in pursuing a challenging curriculum. Systems are in place for reviewing student coursework beginning early in middle school to ensure coursetaking aligns to interests and goals declared in the student's education plan and education profile. Scheduling and course offerings are adjusted to the extent possible to ensure students have access to needed courses as they progress toward graduation.

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18. Students in our district or charter school have access to advanced and dual credit courses based on multiple measures of academic qualifications in order to avoid bias in course assignments. This is done without regard to student background or demographic characteristics.	Students register for and take courses based on criteria that are personal and that may be unclear to staff. Students are encouraged to register for courses that align with past performance in coursework and expectations from staff, parents, and students.	Staff publicly espouse a vision for all students engaging in challenging, rigorous coursework that press students beyond the student’s vision for their capacity or personal expectations.	Students complete and continuously monitor and adjust their education plan and education profile and are encouraged by staff to set high goals and to expect to achieve these goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework.	Students complete and continuously monitor and adjust their education plan and education profile with guidance and involvement of parents, school staff, and community partners as appropriate. Students are encouraged by everyone in their support system to set high goals and to expect to achieve these goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. Staff envision success for all students beyond stereotyped expectations based on demographic groups or associations.

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19. Placement decisions for advanced coursework are made by students in concert with school counselors, parents, and teachers and without consideration of the individual student's non-academic attributes.	Students register for and take courses based on criteria that are personal and that may be unclear to staff. Students are encouraged to register for courses that align with past performance in coursework and expectations from staff, parents, and students.	Staff work to engage the student and the members of that student's support group in developing and pursuing a vision for engaging the student in challenging, rigorous coursework that presses the student beyond their vision for their capacity or personal expectations.	Students complete and continuously monitor and adjust their education plan and education profile and are encouraged by staff to set high goals and to expect to achieve these goals. Everyone involved in decision-making with the student is encouraged to envision an outcome and pattern of success that will prepare the student for their expressed goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. Factors extraneous to the goals the student has set which may be seen as limiting the student's potential are not considered in counselling the student as they prepare to meet their goals.	Students work with members of their support system intimately familiar with the student's interests, desires, and goals to complete and continuously monitor and adjust their education plan and education profile. Students are encouraged by everyone in their support system to set high goals and to expect to achieve these goals. Coursetaking is aligned to these goals and accommodations are made where necessary to ensure students have access to necessary coursework. Staff envision success for all students beyond stereotyped expectations based on demographic groups or associations. Factors extraneous to the goals the student has set which may be seen as limiting the student's potential are not considered in counselling the student as they prepare to meet their goals.

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20. All students have the opportunity to earn college credits while in high school regardless of the school they attend.	College credits are not available to students in our high school(s) or students must arrange for these credits independently of the high school staff.	Students have access to college credit through an agreement with a nearby community college. Course offerings are limited by a narrow agreement with the community college.	Students have access to college credit through Advanced Placement (AP) or International Baccalaureate (IB) courses or through an agreement with one or more community colleges or universities. Online courses are also available as needed to meet the needs of students as identified within individual students' education plans and profiles.	Students are expected to enroll in and complete college courses aligned to their planned post-secondary trajectory. Students have access to a broad range of courses from across a range of course providers including AP, IB, community colleges, universities, and online sources. Staff at each high school work to find suitable courses for students as their interests and future goals are matched to their academic development.

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21. Our district or charter school ensures that all students who want to register for college-level credit have the opportunity (no barriers including space availability, scheduling, staffing, etc.).	Students occasionally or frequently face barriers to enrollment in college-level credit because of scheduling conflicts, course unavailability, course overcrowding, limited staffing or course sessions or other factors beyond the control of the student.	Students face some barriers but efforts have been made to overcome the most easily addressed. Attempts have been made to overcome issues with scheduling and availability of courses. Some barriers less easily controlled including availability of instructional staff or class size remain.	Most barriers to access have been eliminated through scheduling and staffing where possible and through arrangements for outside services where necessary. The district has established memoranda of understanding (MOUs) with community colleges, universities, and online providers anticipating student needs as reflected in students' education plans and education profiles to the extent possible.	All barriers to student access to college credit identified within students' education plans and education profiles have been fully addressed providing access to a full range of instruction targeted to identified interests and needs. The district has established partnership arrangements with community colleges, universities, and online providers anticipating student needs as identified by a thorough review of information contained in students' education plans and education profiles. Ongoing evaluation of the partnership arrangements and course offerings is conducted and systems modified as necessary to meet students' continuing needs.
22. What additional supports and resources are needed to improve the system of equitable assignment to advanced courses?	This is your opportunity to identify and report on services and supports needed to improve outcomes for your students. These may be services needed from ODE or from any sources you can identify. ODE will use this information to plan services but this should be used to identify resources needed from other non-governmental service providers (e.g. Education Northwest, Stand for Children), state-supported service providers (e.g. Education Service Districts, Career and Technical Education Regional Coordinators and Dual Credit Coordinators), community colleges, universities, and online providers and for-profit contractors.			

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23. Our district or charter school offers career and technical education (CTE) courses/programs of study linked to regional workforce data projections and student's interests.	Limited CTE courses are offered. Course offerings are driven by district facility resources or staff preferences.	District staff have considered student interests and regional workforce data projections in making CTE programming decisions but these decisions remain largely based on existing staffing and facilities.	Student interest as reflected in their education plan and education profile is used in conjunction with regional workforce data projections to establish, staff, and maintain CTE programs of study as reflected in these data.	Student interest as reflected in their education plan and education profile in conjunction with regional workforce data projections are central to the establishment, staffing, and maintenance of CTE programs of study as reflected in these data. Where resources prohibit the establishment of programs identified in the data review, district staff work to identify opportunities for students to access programs outside the district that target their needs.

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24. Our district or charter school ensures that all students who want to register for CTE courses/programs of study have the opportunity (no barriers including space availability, scheduling, staffing, etc.).	Students occasionally or frequently face barriers to enrollment in CTE courses or programs because of scheduling conflicts, course unavailability, course overcrowding, limited staffing or course sessions or other factors beyond the control of the student.	Students face some barriers but efforts have been made to overcome the most easily addressed. Attempts have been made to overcome issues with scheduling and availability of courses. Some barriers less easily controlled including availability of instructional staff or class size remain.	Most barriers to access have been eliminated through scheduling and staffing where possible and through arrangements for outside services where necessary. The district has established memoranda of understanding (MOUs) with community colleges and nearby districts offering alternative programs in anticipation of student needs as reflected in students' education plans and education profiles to the extent possible.	All barriers to student access to CTE programs of study identified within students' education plans and education profiles have been fully addressed providing access to a full range of instruction targeted to identified interests and needs. The district has established partnership arrangements with community colleges and nearby districts offering alternative programs anticipating student needs as identified by a thorough review of information contained in students' education plans and education profiles. Ongoing evaluation of the partnership arrangements and course offerings is conducted and systems modified as necessary to meet students' continuing needs.

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25. Our district or charter school ensures that all students have the opportunity to engage in CTE courses/programs of study based on their expressed interests (education plan and profile).	Students occasionally or frequently face barriers to enrollment in career and technical education courses because of scheduling conflicts, course unavailability, course overcrowding, limited staffing or course sessions or other factors beyond the control of the student.	Students face some barriers but efforts have been made to overcome the most easily addressed. Attempts have been made to overcome issues with scheduling and availability of courses. Some barriers less easily controlled including availability of instructional staff or class size remain.	Most barriers to access have been eliminated through scheduling and staffing where possible and through arrangements for outside services where necessary. The district has established memoranda of understanding (MOUs) with community colleges, and nearby providers anticipating student needs as reflected in students' education plans and education profiles to the extent possible.	All barriers to student access to career and technical education opportunities identified within students' education plans and education profiles have been fully addressed providing access to a full range of instruction targeted to identified interests and needs. The district has established partnership arrangements with community colleges, and nearby providers anticipating student needs as identified by a thorough review of information contained in students' education plans and education profiles. Ongoing evaluation of the partnership arrangements and course offerings is conducted and systems modified as necessary to meet students' continuing needs.
26. Our district or charter school ensures that all CTE course teachers are appropriately licensed and/or have appropriate endorsements.	CTE teachers are not appropriately licensed or courses are not offered because appropriately licensed teachers are not readily available.	CTE teachers with industry expertise provide instruction in our CTE courses while also pursuing licensure apace using High School Success funds as necessary.	All CTE teachers are appropriately and fully licensed to teach their assigned course load and continue with appropriate professional development addressing both pedagogy and industry-related content.	All CTE teachers are appropriately and fully licensed to teach their assigned course load and continue with appropriate professional development addressing both pedagogy and industry-related content. Each participates directly in



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27. Our district ensures that equipment in our school(s) meets industry-standards and ensures that each student can participate fully in CTE courses/programs of study.	Equipment available is dated and does not reflect current industry standards. Some equipment necessary is not currently available either because it has not been purchased or is in disrepair. There is not enough equipment to ensure students have access as needed causing delays in instructional progress.	Current equipment is dated but provides an experience nearly equivalent to industry-standard equipment. Industry-standard equipment is on order or planned for in future expenditures. In those areas where additional equipment is needed to meet student demand, that equipment is on order or planned for in future expenditures.	Equipment meeting industry standards is in place and adequate to meet the needs of all students. Students can effectively and fully participate in all CTE courses and student demand for these courses is met by available equipment. Teachers are adequately trained to provide instruction to the designed curriculum.	Equipment in place meets industry standards and meets the needs of students. Sustainability plans are in place to ensure future changes in industry standards are addressed as the program develops. Teachers are fully qualified on the equipment and can support students in advanced work both within and beyond the designed curriculum.
28. What additional supports and resources are needed to develop Career and Technical Education programs of study?	This is your opportunity to identify and report on services and supports needed to improve outcomes for your students. These may be services needed from ODE or from any sources you can identify. ODE will use this information to plan services but this should be used to identify resources needed from other non-governmental service providers (e.g. Education Northwest, Stand for Children), state-supported service providers (e.g. Education Service Districts, Career and Technical Education Regional Coordinators and Dual Credit Coordinators), community colleges, universities, and online providers and for-profit contractors.			

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29. Our district or charter school consults, cooperates, coordinates or acts jointly with federally recognized Oregon Indian tribes in order to maximize efforts to improve high school graduation and college and career readiness for Native American/Alaska Native students.	We operate largely independently and without significant engagement with the tribes. Information describing our efforts to improve high school graduation and college and career readiness is available to interested parties including tribal members via public postings on the web and other forums.	We directly inform the tribes of our planned efforts toward improvement in our graduation rate and college and career readiness. This may be in the form of documents or presentations delivered to tribal representatives or the larger tribal membership. Tribal members are welcome to submit their recommendations and concerns just as are all constituents in the district. We are working to engage tribal members in our planning in the future.	Tribal member concerns and perspectives are represented in planning efforts for improvement in graduation rates and college and career readiness. Members are engaged early in the process and in the needs assessment from which plans are developed so these perspectives assist throughout the development of plans.	Tribal representatives are fully integrated into all aspects of plan development, communication, and implementation.
30. Our district or charter school cooperates, coordinates or acts jointly with other school districts, education service districts, regional achievement collaboratives, post-secondary institutions or other education partners including professional learning communities in order to maximize efforts to improve high school graduation and college and career readiness.	We operate largely independently and without significant engagement with other educational organizations. While we occasionally participate in ESD sponsored events, these are not in direct response to local needs but rather more general needs across the ESD's service area.	We work closely with the ESD to ensure services are tailored to our local needs and work to support improvement of our graduation rate and college and career readiness of our students. We have begun to identify partners beyond the ESD but have not yet established true partnerships.	We have established relationships with various educational organizations in our area with whom we do shared planning and provide coordinated services. We work collaboratively to align our efforts and to provide mutual supports to improve graduation rates and college and career readiness among students.	We are fully integrated with the various educational organizations in our area and have articulated curriculum where pathways exist. We have shared professional development base on a common needs assessment ensuring the needs of all are addressed. We are engaged in professional learning communities as appropriate for the various roles of individuals in the district to provide both supports and professional development opportunities.

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31. Our district or charter school cooperates, coordinates or acts jointly with non-profit programs and community-based organizations that have demonstrated achievement of positive outcomes in work with historically and currently marginalized student populations in order to maximize efforts to improve high school graduation and college and career readiness.	There are no suitable non-profit or community-based organizations that might provide services to our students. Non-profit organizations in our community operate independently of the schools and offer those programs they see appropriate independent of district needs assessment results.	We are aware of the services non-profit and community-based organizations can offer in support of our students and direct families to these organizations as appropriate. Information on these non-profits is included in fliers in school offices and occasionally mentioned in school or district newsletters.	We coordinate directly with staff at local non-profit and community-based organizations serving our students. We align services to avoid duplication and ensure expenditures are optimized so services can be as well. We include responsible staff at these organizations in our planning to maximize their effectiveness.	We collaborate closely with staff at local non-profit and community-based organizations to ensure full wrap-around services for students. This includes academic as well as social-emotional needs. This partnership is defined through and ongoing needs assessment conducted jointly by participating organizations and is designed to provide customized services to students to ensure continued progress toward graduation and college and career readiness.

Self-Assessment Item	Typical Response Scale			
	Not Yet	Emerging	Practicing	Embedded
32. Our district or charter school cooperates, coordinates or acts jointly with partners from the trades, industry, and business in order to maximize efforts to improve high school graduation and college and career readiness.	Staff make decisions independent of the trades, industry, and business regarding course offerings and their alignment to industry standards and needs.	Staff consult with the local trades, industry, and business in working to align course offerings and programs to industry standards and needs.	The local trades organizations, industry, and businesses are integrated partners in our work and their needs, counsel, and interests are considered prior to any changes to program offerings. Career and technical education offerings are always embedded in programs of study aligned to students' education plans and fully engage local trades organizations, industry, and businesses throughout conception, development, and delivery.	The local trades organizations, industry, and businesses are integrated partners in our work and their needs, counsel, and interests are considered prior to any changes to program offerings. Career and technical education offerings are always embedded in programs of study aligned to students' education plans and fully engage local trades organizations, industry, and businesses throughout conception, development, and delivery. Ongoing evaluations ensure the continued appropriateness and effectiveness of these programs and the alignment to industry standards both for the instruction and for any curriculum and equipment used.
33. What additional supports and resources are needed to fully develop partnerships to improve freshman on-track and graduation rates and college and career readiness for students?	This is your opportunity to identify and report on services and supports needed to improve outcomes for your students. These may be services needed from ODE or from any sources you can identify. ODE will use this information to plan services but this should be used to identify resources needed from other non-governmental service providers (e.g. Education Northwest, Stand for Children), state-supported service providers (e.g. Education Service Districts, Career and Technical Education Regional Coordinators and Dual Credit Coordinators), community colleges, universities, and online providers and for-profit contractors.			

Data Item	Possible Responses
<p>34. Attendance data for all students</p> <p>35. Course grade data showing performance across courses for all students</p> <p>36. Credits earned by students</p> <p>37. Disciplinary referrals for all levels of intervention</p> <p>38. Rates of participation in college level courses such as: IB, AP, high school based college credit partnerships, and other college level courses</p> <p>39. Success data for IB, AP, high school based college credit partnerships and other college level courses (i.e. students earning 3 or higher on an AP test, 4 or higher on IB, or earning college credit)</p> <p>40. Rates of participation in Career and Technical Education Programs of Study</p>	<p>These questions are responded to on the following, self-evident scale.</p> <ol style="list-style-type: none"> <li>1. Data are not being collected in this category</li> <li>2. Data are in place but <b>few people in schools have access to these data.</b></li> <li>3. Data are in place and reports are available but <b>teachers and staff are not effectively using these reports.</b></li> <li>4. Data are in place and reports <b>offering disaggregation by student groups</b> are available but teachers and staff are not effectively using these reports.</li> <li>5. Data are in place and effective reports offering disaggregation by student groups <b>are available to teachers and staff for their individual consideration</b> in improvement planning.</li> <li>6. Data are in place and effective reports offering disaggregation by student groups are <b>used by teachers and staff in frequent collaborative meetings.</b></li> </ol>

Data Item	Possible Responses
<p>41. Rates of concentration in Career and Technical Education Programs of Study</p> <p>42. Success data for Career- Technical Education concentrators</p> <p>43. Education Plan and Profile for each student</p> <p>44. Participation in systems of academic supports (e.g. tutoring, academic assistance, modified programs)</p> <p>45. Participation in systems of social/emotional supports (e.g. counseling, health/well-being)</p> <p>46. Participation in programs to involve students in career related learning experiences</p> <p>47. Participation in programs intended to expose students to requirements and options post high school</p>	<p>These questions are responded to on the following, self-evident scale.</p> <p>1. Data are not being collected in this category</p> <p>2. Data are in place but <b>few people in schools have access to these data.</b></p> <p>3. Data are in place and reports are available but <b>teachers and staff are not effectively using these reports.</b></p> <p>4. Data are in place and reports <b>offering disaggregation by student groups</b> are available but teachers and staff are not effectively using these reports.</p> <p>5. Data are in place and effective reports offering disaggregation by student groups <b>are available to teachers and staff for their individual consideration</b> in improvement planning.</p> <p>6. Data are in place and effective reports offering disaggregation by student groups are <b>used by teachers and staff in frequent collaborative meetings.</b></p>

Self-Assessment Item	Typical Response Scale			
	Not Yet	Emerging	Practicing	Embedded
48. A system of supports is available to teachers to help them to review, interpret, and use data to get a sense of whether programs are producing the desired outcomes.	Data are not available to teachers or are not presented in easily reviewable formats. Teachers are left to locate and interpret data without supports.	Teachers have access to data describing programmatic outcomes and effectiveness and can manipulate those data at the level of their skill but only limited supports are available including occasional training or demonstrations on data use. Work is underway to develop more accessible data displays. Most program design and implementation decisions are based on professional judgment and intuition rather than effective use of data.	Data displays facilitating the use of relevant data are in place and teachers have support in using those data. Systems and programs are evaluated in light of available data. Data-informed decisions regarding program outcomes and design are commonplace.	Effective data displays facilitating the use of current, relevant data are in place and teachers have support from a qualified data analyst in using those data. This support should include training toward data self-sufficiency for individual teachers including accessing, analyzing, and displaying data effectively and efficiently. Data are used to make decisions supporting program development and implementation. Systems and programs are evaluated in light of available data. Data-informed decisions regarding program outcomes and design are commonplace.

Self-Assessment Item	Typical Response Scale			
	Not Yet	Emerging	Practicing	Embedded
49. A system of supports is available to teachers to help them to review, interpret, and use data to get a sense of whether individual students are making adequate progress to remain on-track toward graduation throughout high school.	Data are not available to teachers or are not presented in easily reviewable formats. Teachers are left to locate and interpret data without supports.	Teachers have access to data describing instructional outcomes and can manipulate those data at the level of their skill but only limited supports are available including occasional training or demonstrations on data use. Work is underway to develop more accessible data displays. Most instructional decisions are based on professional judgement and intuition rather than effective use of data.	Data displays facilitating the use of relevant data describing instructional outcomes for individual students and groups of students are in place and teachers have support in using those data. Systems are evaluated in light of available data. Data-informed decisions regarding instructional outcomes and design are commonplace.	Effective data displays facilitating the use of current, relevant data describing instructional outcomes for individual students and groups of students are in place and teachers have support from a qualified data analyst in using those data. This support should include training toward data self-sufficiency for individual teachers including accessing, analyzing, and displaying data effectively and efficiently. Data are used to make decisions supporting instructional delivery and effectiveness. Instructional outcomes and effectiveness are evaluated in light of available data. Data-informed decisions regarding program outcomes and design are commonplace.



Self-Assessment Item	Typical Response Scale			
	Not Yet	Emerging	Practicing	Embedded
50. Our district is committed to ensuring data are properly available, formatted, accessible, and used in decision-making.	Data are not widely accessible to decision-makers during their efforts. Data may be available, but few users know how to access or to effectively use those data.	Data are collected and made widely available to decision-makers but may not be in a format that makes it easily used in decision-making sessions.	Data are collected, analyzed, and formatted in ways that support decision-makers in their efforts to improve outcomes for students. These data are used by decision-makers both to support decision-making and to enhance communication with others on the reasons for the decisions made.	Data needed by decision-makers are available on-demand and in variable formats responsive to ad hoc questions rather than in fixed formats addressing an anticipated set of questions. These data are used by decision-makers in addressing the instructional needs of individual students and groups of students. Data-informed decisions regarding instructional needs of individual students and groups of students are commonplace.
51. What further supports and resources are needed to improve the accessibility and use of data in your district?	This is your opportunity to identify and report on services and supports needed to improve outcomes for your students. These may be services needed from ODE or from any sources you can identify. ODE will use this information to plan services but this should be used to identify resources needed from other non-governmental service providers (e.g. Education Northwest, Stand for Children), state-supported service providers (e.g. Education Service Districts, Career and Technical Education Regional Coordinators and Dual Credit Coordinators), community colleges, universities, and online providers and for-profit contractors.			

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