

Dropout Prevention Self-Assessment Tool

<i>(see back of this form for guidance in completing ratings)</i>	Not in Place	Emerging	Making Good Progress	Established
POINTS →	0	1	2	3
School administration supports dropout prevention efforts and prioritizes resources to sustain and implement Dropout Prevention activities at the school with fidelity.				
The school's parent community has been informed that there is a systematic response in place to support students who are not meeting benchmarks in academics and attendance.				
The school collects screening data and uses that data to improve dropout prevention in at least one area (e.g., attendance).				
The school has counselors that collect data about student academic performance, shares with the staff, and makes recommendations for improving outcomes (e.g., reducing retentions, increasing promotions, etc.).				
Teachers contact parents and/or guardian as part of good teaching practices to promote good communication about student performance in academics and attendance. Most students are successful when relationships have been established with school personnel.				
Students not meeting benchmarks in academics and attendance are discussed at the PLT level. Core instruction is examined if less than 80% of students are proficient. Approximately 15-20% of students are receiving group interventions (Tier II). Approximately 5% of students are referred for intensive level, individual interventions (Tier III).				
School Counselors <ul style="list-style-type: none"> • Implement ASCA's National Model Program • Use data to implement "Closing the Gap" goal to target potential dropouts • Set up benchmarks to address academics, attendance, and awareness • Put interventions, activities, resources in place to help in the prevention of dropouts 				
School Specialists (Social Workers, Psychologists, Nurses, SROs) <ul style="list-style-type: none"> • Involve school administrators in Dropout Prevention • Involve school staff in Dropout Prevention • Involve parents, community, and other resources in Dropout Prevention 				
Teachers, administrators, and school counselors <ul style="list-style-type: none"> • Works with the School Improvement Team to address issues and/or concerns with Dropout Prevention • Work with specialists and Intervention Coordinators establishing good strategies and interventions at the MTSS Tier I and Tier II Level • Make referrals to the MTSS Tier III Intervention Team 				

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The MTSS Tier III Intervention Team: <ul style="list-style-type: none"> • Is able to suggest practical school-wide intervention options • Selects interventions that are research based • Writes intervention goals as SMART goals • Selects a way to monitor interventions (at least weekly) • Uses some type of fidelity 				
The intervention team: <ul style="list-style-type: none"> • Holds follow-up meetings to review student progress and determine if interventions were effective • Uses data to recommend changes to intervention intensity 				

SCHOOL: [Click here to enter text.](#)

POINT TOTAL: [Click here to enter text.](#)

Guidance for completing ratings

Not in Place (0)

This is not in place. May be in the planning stages for implementation, but no action steps have been taken.

Emerging (1)

Beginning action steps have been taken and this item may be part of a formal action plan (e.g., school improvement plan, Student Services, RtI plan). There is a target date/range for implementation. School leadership supports and expects progress in this area.

Making Good Progress (2)

This item has been implemented and the school can provide evidence through observations, smart goals, and school data. Implementation is still in the beginning stages, however. A small group of people may be critical to implementation and the process is still developing.

Established (3)

This item has been implemented for at least two school years and has become part of the school's culture. Evidence of implementation is easy to obtain. The school is a level where this item can be sustained despite changes in leadership or team members. No one person is critical to implementation. Most school staff supports this as best practice.