



Diploma Plus (DP) schools chart a new path to success for young people who have not reached their potential in a traditional secondary school setting. Diploma Plus combines high expectations for every student, a competency-based approach, a small personalized learning environment, and opportunities to make connections between classroom learning and the world outside the school walls. Diploma Plus students gain strong academic and life skills, valuable work experience, and college experience that prepare them for the transition to post-secondary education and careers. Diploma Plus schools create and support a positive and innovative learning environment, providing four essential elements that support student success. The following Four Essentials and their corresponding quality elements, are fully implemented in all Diploma Plus schools:

- Performance-Based System
- Supportive School Culture
- Future Focus
- Effective Supports

This self-assessment is part of an integrated set of tools designed to help Diploma Plus school leadership, design teams, and Student Achievement Support teams determine progress, document success, prioritize activities, and plan for improvements as they implement schools activities to promote and ensure youth success. Diploma Plus staff and Student Achievement Support (SAS) teams should review the *Diploma Plus Four Essentials Narrative* prior to conducting this assessment. The left hand column in this assessment lists indicators or goals that are drawn from the *Four Diploma Plus Essentials Framework*. Teams may wish to add a specific goal or indicator in the blank row. Teams then identify progress towards meeting these goals. They then prioritize areas of focus for inclusion in the *Diploma Plus Work Plan*.

Instructions:

- Have each team member individually complete the progress section of the self-assessment. For each indicator or statement, each team member should rate the team's progress in addressing each of the DP Essentials using the following scale:
○ = Not on our radar screen ◐ = Just started ◑ = Pretty far along in implementation or practice ● = Fully integrated in system
- Post all team member responses on a large, wall-sized version of the self assessment and discuss the group's responses, especially where there are wide differences of opinion on progress.
- Each person should then briefly note the evidence used to determine progress for each indicator.
- Next, have each team member complete the priority section of the self-assessment in the context of a discreet time frame (e.g. the next 12 months). It is helpful to limit the number of high priority activities and to force the identification of lows in each section.
- Again post all team member responses on the wall chart and discuss. Identify priority actions for inclusion in the *Diploma Plus Workplan*.

Performance-Based System			
<i>Diploma Plus schools provide curriculum, instruction, and assessment that are focused on knowledge, skills, and understandings.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> A strong level of academic rigor is evident throughout the curriculum. 	○ ◎ ● ●		■ ■ ■
<ul style="list-style-type: none"> High quality, effective instructional practices are supported and provided in all areas. 	○ ◎ ● ●		■ ■ ■
<ul style="list-style-type: none"> Authentic assessment is emphasized and based on competencies and discipline specific skills. 	○ ◎ ● ●		■ ■ ■
<ul style="list-style-type: none"> The promotion and graduation structure is designed to support the Performance-Based System. 	○ ◎ ● ●		■ ■ ■
	○ ◎ ● ●		■ ■ ■
Outcome	Overall Progress		
<ul style="list-style-type: none"> A Performance-Based System is in place, utilized across disciplines, visible in all classrooms, and always used to measure student promotion and performance. 	○ ◎ ● ●		

Self-Assessment Legend

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Priority: ■ = Low priority ■ = Medium priority ■ = High priority

Supportive School Culture			
<i>Diploma Plus schools work intentionally to develop a positive and supportive school culture to ensure relevance and student engagement.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> Positive relationships exist and are reported by students, staff, community partners, and families. 	○ ◐ ◑ ●		▬ ▨ ▩
<ul style="list-style-type: none"> Students actively participate as partners and leaders in school decision-making, and governance. 	○ ◐ ◑ ●		▬ ▨ ▩
<ul style="list-style-type: none"> The school climate is consistently respectful of and responsive to students' racial, ethnic, and cultural backgrounds. 	○ ◐ ◑ ●		▬ ▨ ▩
<ul style="list-style-type: none"> A focus on students' futures is evident through awareness, exposure, and preparation opportunities, providing transitional experiences for students in all Diploma Plus phases. 	○ ◐ ◑ ●		▬ ▨ ▩
	○ ◐ ◑ ●		▬ ▨ ▩
Outcome	Overall Progress		
<ul style="list-style-type: none"> A positive and supportive school culture and climate supports student engagement and performance. 	○ ◐ ◑ ●		

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Future Focus			
<i>Diploma Plus schools intentionally provide a focus on students' futures through transitional experiences for students at all Diploma Plus phases.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> Post-secondary awareness, exploration, and preparation opportunities are provided for students throughout all Diploma Plus phases. 	○ ◐ ◑ ●		▬ ■■■
<ul style="list-style-type: none"> Career awareness, exploration, and preparation opportunities are provided for students throughout all Diploma Plus phases. 	○ ◐ ◑ ●		▬ ■■■
<ul style="list-style-type: none"> Community and civic awareness, exploration, and preparation opportunities are provided for students throughout all Diploma Plus phases. 	○ ◐ ◑ ●		▬ ■■■
	○ ◐ ◑ ●		▬ ■■■
Outcome	Overall Progress		
<ul style="list-style-type: none"> Students are prepared for their future education and careers and engaged in their communities. 	○ ◐ ◑ ●		

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Effective Supports			
<i>Diploma Plus schools have external and internal structures that support programs and help ensure student success.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> Basic school structures are in place to support a positive learning environment and healthy school community. 	○ ◐ ◑ ●		▬ ■■■
<ul style="list-style-type: none"> School leadership has sufficient authority to incorporate all necessary autonomies. 	○ ◐ ◑ ●		▬ ■■■
<ul style="list-style-type: none"> Shared and effective leadership guides and implements the school's vision and mission through the Diploma Plus model. 	○ ◐ ◑ ●		▬ ■■■
	○ ◐ ◑ ●		▬ ■■■
Outcome	Overall Progress		
<ul style="list-style-type: none"> The Diploma Plus school has effective supports, programmatic autonomy, and shared leadership that supports the Diploma Plus model. 	○ ◐ ◑ ●		

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Student Outcomes <i>Diploma Plus schools demonstrate positive student outcomes.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> School has an average daily attendance rate of ninety percent or better. 	○ ◐ ◑ ●		▬ ▨ ▩
<ul style="list-style-type: none"> School has a one-year retention rate of ninety percent or better. 	○ ◐ ◑ ●		▬ ▨ ▩
<ul style="list-style-type: none"> When taking the state exams required for graduation for the first time, ninety percent or more students pass. 	○ ◐ ◑ ●		▬ ▨ ▩
<ul style="list-style-type: none"> Ninety percent or more Plus Phase students graduate within one year. 	○ ◐ ◑ ●		▬ ▨ ▩
	○ ◐ ◑ ●		▬ ▨ ▩
Outcome	Overall Progress		
<ul style="list-style-type: none"> Students achieve academic, social, and career success. 	○ ◐ ◑ ●		

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