

# **Diagnostic Self-Evaluation**

## **Outcome Indicators & Inquiry Protocol**

### **I. Student Outcome Indicators**

Each high school shall analyze three-year trend data, including data disaggregated by race, ethnicity, gender, socio-economic status, English-Learner status, special needs status, and home zip code, on the following outcome indicators for their school and for each career pathway operating within their school:

#### **Measure N Goal #1: Decrease the High School Drop-Out Rate**

1. Cohort Drop-Out Rate
2. # and % of students who are no longer enrolled (attrition) and systematically track where students go, and reason given when possible
3. # and % of students who have one or more failing semester grades in a school year

#### **Measure N Goal #2: Increase the High School Graduation Rate**

1. Cohort Graduation Rate
2. Cohort 5<sup>th</sup> Year Enrollment
3. CAHSEE Passage Rates

#### **Measure N Goal #3: Increase high school students' readiness to succeed in college and career.**

1. # and % of students who graduate fulfilling A-G Requirements
2. # and % of students who graduate having completed an internship
3. # and % of students who are enrolled and are persisting in postsecondary education
4. # and % of students who are employed

#### **Measure N Goal #4: Increase middle school students' successful transition to high school.**

1. # and % of 9<sup>th</sup> graders who, as 8<sup>th</sup> graders, were chronically absent from school; received an out-of-school suspension; and/or had a grade point average lower than 2.5
2. # and % of 9<sup>th</sup> graders who, at each grading period, are chronically absent from school; received an out-of-school suspension; and/or have a "D" or "F" in a course

#### **Measure N Goal #5: Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socio-economic status, English Learner status, special-needs status, and residency.**

1. # and % of students enrolled in currently operating career pathways and academies

## **II. Inquiry Protocol**

In addition to the aforementioned student outcome data, each high school shall review and analyze other recent assessments, including their Pathway Self-Assessment, School Quality Review, WASC, Extended Site Visits, and/or California Healthy Kids Survey.

Upon reviewing and discussing all data sets, each high school shall address the following questions:

1. What proven practices are currently operating at the school?
2. What does the data tell us in terms of strengths and challenges for the school in achieving the outcomes identified above?
3. What are the critical issues/needs that require additional investigation (root cause analysis, causes, conditions) and research (proven practices)?
4. What investigative and research methods and timelines are to be employed by the Design Team?

After the Design Team has discussed these questions, the Design Team must generate a Theory of Change grounded in a logic model that incorporates a clear cycle of inquiry addressing student outcomes and overall implementation effectiveness.