



KANSAS STATE DEPARTMENT OF EDUCATION

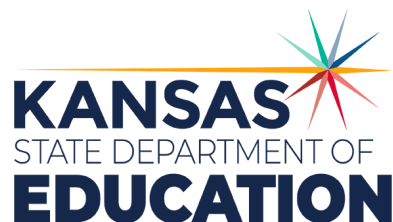
KANSANS CAN STAR RECOGNITION PROGRAM

Individual Plan of Study Rubric

Overview:

Leading the world in the success of each student depends upon the empowerment of student capacity in the pursuit of the high school diploma. Continuous development throughout a student's learning experiences, coupled with collaborative exploration involving school staff members, family and community, are the platform for the successful launch into postsecondary success.

The Kansans Can Individual Plan of Study Star Recognition program recognizes school districts that offer quality and inclusive opportunities for each student to experience connected learning which develops academic knowledge, as well as technical and employability skills.



Kansas leads the world in the success of each student.

AUG. 18, 2020

Qualifiers:

A district must be in compliance with all state and federal Individual Plan of Study (IPS) requirements and the qualifiers below to be eligible for recognition.

QUALIFIERS:	YES	NO
Meets federal requirements: Meets the federal requirements for each school district receiving federal funds.	<input type="checkbox"/>	<input type="checkbox"/>
<p>Consistent with the Kansas State Board of Education mandate: All district students from the middle grades through graduation are required to have an IPS, which contains essential IPS minimum components as listed below:</p> <ul style="list-style-type: none"> A. Career-Interest inventory, Strength-Finder or Ability Profiler is completed, including an analysis of the results. B. Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS. C. Secondary courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary). D. Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences. 	<input type="checkbox"/>	<input type="checkbox"/>
All students receiving publicly funded education services are in classrooms that utilize evidence-based curriculum in the areas of literacy, math and social-emotional development.	<input type="checkbox"/>	<input type="checkbox"/>
Credentialing: All teaching staff providing publicly funded education services meet the requirements of and have a current Kansas State Department of Education (KSDE) license.	<input type="checkbox"/>	<input type="checkbox"/>
<p>Under 20 U.S.C. § 1412(a)(5) of the Individuals with Disabilities Education Act (IDEA), to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who aren't disabled. The district meets the State Performance Plan (SPP) targets for Indicator</p> <p>No more than 31.99% of children aged 3 to 5 with Individualized Education Programs (IEPs) in Kansas attend a separate special education class, separate school or residential facility.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Description of Rubric

A total rubric score must fall into one of the point ranges in the Scoring Criteria to warrant submission and be eligible for Star Recognition consideration.

The final performance rating and a Star Recognition System Designation will be determined by KSDE.

IPS Recognition Scoring Criteria

STAR RECOGNITION LEVEL	GOLD	SILVER	BRONZE	COPPER
Available Point Range:	19-20	16-18	13-15	10-12

A district must be in compliance with the qualifiers listed above and in compliance with all state and federal requirements to be eligible for recognition. The IPS Rubric must address the following elements:

1. Scope of IPS (possible 20 points, divided by five items, equals average score).
2. Curriculum Integration (possible 16 points, divided by four items, equals average score).
3. Documentation of Student Career Development (possible 28 points, divided by seven items, equals average score).
4. Family Engagement (possible 12 points, divided by three items, equals average score).
5. Administration and Policy (possible 16 points, divided by four items, equals average score).
6. Star Level Recognition score is determined by adding the average category item scores.

IPS: Star Recognition Rubric

ELEMENT 1:

Scope of IPS (IPS): This includes all four of the elements of the IPS: Self-Reflection Inventory; enrolled courses align to student interests and goals; a seven-year plan of study (from 8th grade through two years postsecondary); Exportable Electronic Portfolio. This element ties to the goals of the institution and the practices that support the scope of the IPS.

ELEMENT 1	0	1	2	3	4
<p>1.1 EACH student has an IPS in place.</p>	<input type="checkbox"/> Less than 100% of students have an IPS in place.	<input type="checkbox"/> Every student (middle-12th grade), including special populations, has an IPS in place.	<input type="checkbox"/> Every student (middle-12th grade), including special populations, has an IPS. The IPS is reviewed and updated at least once a year.	<input type="checkbox"/> Every student (middle-12th grade), including special populations, has an IPS. The IPS is reviewed and updated at least twice a year.	<input type="checkbox"/> Every student (middle-12th grade), including special populations, has an IPS. The IPS is reviewed and updated quarterly.
<p>1.2 Courses Aligned to Student Interest (Process)</p>	<input type="checkbox"/> Courses are not aligned to student interests.	<input type="checkbox"/> Student assessments/interest inventories, ability profilers and academic results are utilized to identify career interests. These interests align to enrollment for students in elective courses in high school.	<input type="checkbox"/> Students select a sequence of elective courses related to the identified career interest area and secondary courses increase in intensity via a sequence of coursework.	<input type="checkbox"/> Students select a sequence of elective courses related to the identified career interest area and secondary courses increase in intensity via a sequence of coursework. Career Awareness activities begin in the middle grades.	<input type="checkbox"/> Students select a sequence of elective courses related to the identified career interest area and secondary courses increase in intensity via a sequence of coursework. Career Awareness activities begin in the middle grades via Introductory Pathway courses.

ELEMENT 1	0	1	2	3	4
<p>1.3 IPS Components</p>	<p><input type="checkbox"/> Students do not have all components of the IPS in place.</p>	<p><input type="checkbox"/> Students complete and analyze interest inventories.</p> <p>Students align course selection to career interests.</p> <p>Students create a plan of study for four years (high school only). Students create an exportable electronic portfolio to house the students' artifacts of work completed during the IPS process.</p>	<p><input type="checkbox"/> Students complete and analyze interest inventories and strength finders.</p> <p>Students align course selection to career interests.</p> <p>Students create a plan of study for five years (middle school through high school).</p> <p>Students create an exportable electronic portfolio to house the students' artifacts of work completed during the IPS process.</p>	<p><input type="checkbox"/> Students complete and analyze interest inventories, strength finders and ability profilers.</p> <p>Students align course selection to career interests and consider which academic needs align to a career.</p> <p>Students consider interest inventories, profilers and academic results to create a plan of study for six years (middle school through one year of postsecondary).</p> <p>Students create an exportable electronic portfolio to house the students' artifacts of work completed during the IPS process.</p>	<p><input type="checkbox"/> Student assessments/interest inventories, ability profilers and academic results are interpreted and analyzed with family to discuss life-career goals, course options and hobby preferences as they relate to a career path/cluster and to review/revise the IPS.</p> <p>Students have developed a specific postsecondary plan that identifies course-taking plans over seven years (eighth grade through two years of postsecondary).</p> <p>Students create an exportable electronic portfolio to create a showcase of student growth.</p>
<p>1.4 Student Activities and Involvement in School and Community</p>	<p><input type="checkbox"/> Student has not identified any involvement in school or community activities.</p>	<p><input type="checkbox"/> Activities and involvement in school and/or community are identified and included in the students' IPS.</p>	<p><input type="checkbox"/> Activities and involvement in school and/or community are identified, included in the student's IPS and clearly relate to identified interests/career plans.</p>	<p><input type="checkbox"/> Activities and involvement in school and/or community are planned and executed and show great depth of experience. They are included in the student's IPS, relate to the identified interests/career plans and clearly add value to the student, school and community through nationally identified Career and Technical Student Organizations (CTSO).</p>	<p><input type="checkbox"/> Evidence suggests that the student has a history of quality (depth over breadth) involvement in school and/or community organizations. This involvement relates to the identified interests/career plans and are included in the student's IPS, and the IPS continues to build on those activities. CTSO achievement is evident.</p>

ELEMENT 1	0	1	2	3	4
<p>1.5 Postsecondary Planning</p>	<p><input type="checkbox"/> Student has no postsecondary activities.</p>	<p><input type="checkbox"/> A postsecondary plan, aligned with identified career interests and associated credentials (certificate or degree), is outlined in the IPS and secondary coursework aligns with the postsecondary plan (military service, immediate work after school high school, apprenticeship, tech school, community college, four-year college, Peace Corps, AmeriCorps, etc.).</p>	<p><input type="checkbox"/> A postsecondary plan, aligned with identified career interests and associated credentials (certificate or degree), is outlined in the IPS and secondary coursework aligns with the postsecondary plan (military service, immediate work after high school, apprenticeship, tech school, community college, four-year college, Peace Corps, AmeriCorps, etc.).</p> <p>All postsecondary courses are identified for the first two years after graduation or entry-level qualifications for a specific job (or the military) are identified.</p>	<p><input type="checkbox"/> A postsecondary plan, aligned with identified career interests and associated credentials (certificate or degree), is outlined in the IPS and secondary coursework aligns with the postsecondary plan (military service, immediate work after high school, apprenticeship, tech school, community college, four-year college, Peace Corps, AmeriCorps, etc.).</p> <p>All postsecondary courses are identified for the first two years after graduation or entry-level qualifications for a specific job (or the military) in identified career interest area(s) or military are clearly defined.</p> <p>A postsecondary financial plan is included as part of the student's IPS.</p>	<p><input type="checkbox"/> Multiple postsecondary experiences are listed and are based on the results of a well-planned exploration and knowledge of all postsecondary opportunities that include on-site or virtual visits. Internships, exploration and planning for financial aid, dual and articulated credit, AP coursework and other relevant experiences as appropriate are utilized in the transition.</p> <p>A postsecondary plan has been created for each of the postsecondary experiences listed and aligned with identified career interests and associated credentials (certificate or degree), is outlined in the IPS and secondary coursework aligns with the postsecondary plan (military service, immediate work after high, apprenticeship, tech school, community college, four-year college, Peace Corps, AmeriCorps, etc.).</p>

ELEMENT 2:

Curriculum Integration

ELEMENT 2	0	1	2	3	4
<p>2.1 Career Curriculum</p>	<p><input type="checkbox"/> The district has not adopted a Career Curriculum.</p>	<p><input type="checkbox"/> District delivers some career development activities at the secondary level. District has not adopted a Career Development Curriculum.</p>	<p><input type="checkbox"/> District adopted a Career Development Curriculum (grades nine through 12) that reflects career development activities at each grade level.</p>	<p><input type="checkbox"/> District has adopted a Career Development Curriculum (middle grades-12th grade) that reflects career development activities at each grade level.</p>	<p><input type="checkbox"/> District adopted a career development curriculum for K-12 that reflects career development activities/units at each grade level.</p>
<p>2.2 Career Counseling Program</p>	<p><input type="checkbox"/> The district has not adopted a Career Counseling Program.</p>	<p><input type="checkbox"/> Some evidence of student/family career planning for grades nine through 12, including sending enrollment and assessment information home to family.</p>	<p><input type="checkbox"/> Enrollment and assessment information is sent home or students take information to family and family's signature is required for enrollment purposes. Regularly scheduled family conference days occur.</p>	<p><input type="checkbox"/> Evidence exists of student and family career planning for grades nine through 12, utilizing adopted career curriculum and activities. Student assessments, interest inventories and academic results are interpreted with family and student to discuss life-career goals, course options and preferences as they relate to career goals and to review and revise the IPS.</p>	<p><input type="checkbox"/> Evidence of student and family career planning (middle grades-12th grade) utilizing adopted career curriculum and activities. Student assessments, interest inventories and academic results are interpreted with the family and student to discuss life-career goals, course options and preferences as they relate to a career goals and to review and revise the IPS.</p> <p>Assessment results are used in development of an IPS and to identify career goals.</p>

ELEMENT 2	0	1	2	3	4
<p>2.3 Teacher Resources</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> District adopted a career guidance curriculum (grades 9-12) with resources available to teachers and counselors.</p>	<p><input type="checkbox"/> District adopted a career guidance curriculum (middle grades- grade 12) with career guidance resources available to all staff.</p>	<p><input type="checkbox"/> District adopted a career guidance curriculum that highlights the CTE pathways offered by the school district (middle grades- grade 12) with career guidance resources available to all staff.</p> <p>CTE teachers have some of the equipment, resources and facilities needed to provide relevant, real-world course application.</p>	<p><input type="checkbox"/> District adopted K-12 career guidance curriculum that highlights all CTE Pathways with career guidance resources available to all staff.</p> <p>CTE teachers have the equipment, resources and facilities needed to provide relevant, real-world course application.</p>

ELEMENT 2	0	1	2	3	4
<p>2.4 Inclusion</p>	<p><input type="checkbox"/> Barriers to special populations are not considered because all students have access to IPS.</p>	<p><input type="checkbox"/> All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students receiving Special Education Services; Dual Language Learners (DLL) and English Learners (EL); in, or aged out of, foster care; in migrant worker families; and/or in families who are currently homeless and/or in families who are refugees; single parents; children of active duty military; or in economically disadvantaged homes.</p>	<p><input type="checkbox"/> All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students receiving Special Education Services; Dual Language Learners (DLL) and English Learners (EL); in, or aged out of, foster care; in migrant worker families; and/or in families who are currently homeless and/or in families who are refugees; single parents; children of active duty military; or in economically disadvantaged homes.</p> <p>Demonstrates that the district analyzes data to identify and address barriers to ensure that all services and classrooms reflect the natural proportions of students in the district.</p> <p>The percent of students in all Special Population categories, including students with IEPs in the district who received special education and related services in settings with typically developing peers, meets or exceeds the state performance levels in Perkins V.</p>	<p><input type="checkbox"/> All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students receiving Special Education Services; Dual Language Learners (DLL) and English Learners (EL); in, or aged out of, foster care; in migrant worker families; and/or in families who are currently homeless and/or in families who are refugees; single parents; children of active duty military; or in economically disadvantaged homes.</p> <p>Demonstrates that all services and classrooms reflect the natural proportions of students in the district and that students aren't excluded in policy or in practice from career learning opportunities, including all students identified as Special Populations.</p> <p>Demonstrates funds are allocated and formalized partnerships exist to provide students with inclusive learning opportunities in school and community-based settings.</p>	

ELEMENT 3:

Documentation of Student Career Development

ELEMENT 3	0	1	2	3	4
<p>3.1 Career Development Artifacts</p> <p>Reference: Kansas Work-Based Learning: Personalized Learning Plan¹</p>	<p><input type="checkbox"/> No portfolio.</p>	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 7/10 elements for career development materials:</p> <ul style="list-style-type: none"> A. Resume. B. Cover letter. C. Letter(s) of recommendation. D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.). 	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 8/10 points for career development materials:</p> <ul style="list-style-type: none"> A. Resume. B. Cover letter. C. Letter(s) of recommendation. D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.). 	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 9/10 points for career development materials:</p> <ul style="list-style-type: none"> A. Resume. B. Cover letter. C. Letter(s) of recommendation. D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.). 	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 10/10 points for career development materials:</p> <ul style="list-style-type: none"> A. Resume. B. Cover letter. C. Letter(s) of recommendation. D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).

¹ https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan.pdf
 SEPT. 21, 2020

ELEMENT 3	0	1	2	3	4
<p>3.2. IPS (IPS) Components</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 1/4 of the IPS required components.</p> <p>A. Career-Interest inventory, Strength-Finder or Ability Profiler is completed, including an analysis of the results.</p> <p>B. Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS.</p> <p>C. Secondary Courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).</p> <p>D. Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.</p>	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 2/4 of the IPS required components.</p> <p>A. Career-Interest inventory, Strength-Finder or Ability Profiler is completed, including an analysis of the results.</p> <p>B. Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS.</p> <p>C. Secondary Courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).</p> <p>D. Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.</p>	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 3/4 of the IPS required components.</p> <p>A. Career-Interest inventory, Strength-Finder or Ability Profiler is completed, including an analysis of the results.</p> <p>B. Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS.</p> <p>C. Secondary Courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).</p> <p>D. Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.</p>	<p><input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 4/4 of the IPS required components.</p> <p>A. Career-Interest inventory, Strength-Finder or Ability Profiler is completed, including an analysis of the results.</p> <p>B. Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS.</p> <p>C. Secondary Courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).</p> <p>D. Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.</p>

ELEMENT 3	0	1	2	3	4
<p>3.3 Work-Based Learning (WBL) Experience Work Samples</p> <p>Reference: Kansas Work-Based Learning: Personalized Learning Plan¹</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> All students take an employability skills self- assessment and develop learning goals for their WBL experience.</p> <p>Students develop and add artifacts that demonstrate career readiness in the IPS portfolio beginning in middle grades.</p>	<p><input type="checkbox"/> All students take an employability skills self-assessment and analyze the results to develop learning goals for their WBL experience.</p> <p>Students develop and add artifacts that demonstrate career readiness in the IPS portfolio beginning in the middle grades.</p> <p>IPS coordinator, student family advocate or counselor meets with students once per year to review the growth and/or graduation portfolio.</p>	<p><input type="checkbox"/> All students take an employability skills self-assessment and analyze the results to develop learning goals for their WBL experience.</p> <p>Students develop and add artifacts that demonstrate career readiness in the IPS portfolio beginning in the middle grades.</p> <p>IPS coordinator, student family advocate or counselor meets with students twice per year to review the growth and/or graduation portfolio and provide feedback regarding improving specific career knowledge and skills.</p>	<p><input type="checkbox"/> All students take an employability skills self- assessment and analyze the results to develop learning goals for their WBL experience.</p> <p>Students develop and add artifacts that demonstrate career readiness in the IPS portfolio beginning in the Middle grades.</p> <p>IPS coordinator, student family advocate or counselor meets with students quarterly to review the growth and/or graduation portfolio. This review encourages students to self-analyze the work while incorporating staff feedback to reset goals and re-evaluate next steps.</p>
<p>3.4 Work-Based Learning (WBL) Experience Work Samples</p> <p>Reference: Kansas Work-Based Learning: Personalized Learning Plan¹</p>	<p><input type="checkbox"/> No portfolio.</p>	<p><input type="checkbox"/> Students' graduation portfolios scores average 21 points for WBL Experience Work Samples.</p>	<p><input type="checkbox"/> Students' graduation portfolios scores average 24 points for WBL Experience Work Samples.</p>	<p><input type="checkbox"/> Students' graduation portfolios scores average 27 points for WBL Experience Work Samples.</p>	<p><input type="checkbox"/> Students' graduation portfolios scores average 30 points for WBL Experience Work Samples.</p>

ELEMENT 3	0	1	2	3	4
<p>3.5 Writing/Research Samples</p> <p>Reference: Kansas Work-Based Learning: Personalized Learning Plan¹</p>	<input type="checkbox"/> No portfolio.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 12 points for writing/research samples. The writing demonstrates in-depth knowledge about a career area and includes descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 13 points for writing/research samples. The writing demonstrates in-depth knowledge about a career area and includes descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 14 points for writing/research samples. The writing demonstrates in-depth knowledge about a career area and includes descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 15 points for writing/research samples. The writing demonstrates in-depth knowledge about a career area and includes descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.
<p>3.6 Senior Project</p>	<input type="checkbox"/> No portfolio.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 12 points for completing a project that includes work and writing samples culminating in a portfolio presentation.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 13 points for completing a project that includes work and writing samples culminating in a portfolio presentation.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 14 points for completing a project that includes work and writing samples culminating in a portfolio presentation.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have an average of 15 points for completing a project that includes work and writing samples culminating in a portfolio presentation.
<p>3.7 Assessments and Certifications</p>	<input type="checkbox"/> No portfolio.	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have 1/4 of the assessments, evaluations and certifications identified in the graduation portfolio list: A. Business/Mentor Evaluation B. Work Keys Assessment C. Industry Certification D. Coordinator Evaluation	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have 2/4 of the assessments, evaluations and certifications identified in the graduation portfolio list: A. Business/Mentor Evaluation B. Work Keys Assessment C. Industry Certification D. Coordinator Evaluation	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have 3/4 of the assessments, evaluations and certifications identified in the graduation portfolio list: A. Business/Mentor Evaluation B. Work Keys Assessment C. Industry Certification D. Coordinator Evaluation	<input type="checkbox"/> Graduation portfolios documented by the district show seniors have 4/4 of the assessments, evaluations and certifications identified in the graduation portfolio list: A. Business/Mentor Evaluation B. Work Keys Assessment C. Industry Certification D. Coordinator Evaluation

ELEMENT 4:

Family Engagement

ELEMENT 4	0	1	2	3	
<p>4.1 Communication</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> Enrollment, grade and assessment information is sent home to the family at least quarterly. Family-teacher conference days are regularly scheduled, minimum of once per semester.</p>	<p><input type="checkbox"/> Family meets with student and school staff to develop IPS. School leads the IPS process with little input from the student and family. Family members' access to student's IPS is recorded at least once per semester.</p>	<p><input type="checkbox"/> Family meets with student and school staff to develop IPS. Student and family begin to take ownership of IPS as evidenced by an increased number of interactions relative to the student's IPS. Family members' access the student's IPS is recorded at least quarterly.</p>	<p><input type="checkbox"/> Family meets with student and school staff to develop IPS. Student and family are fully invested in IPS development and decision-making as evidenced by increased independent use by family and student. Family members' access to student's IPS is recorded more than once each quarter.</p>
<p>4.2 Participation</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> Academic assessments and/or interest assessments are administered and analyzed and referred to annually.</p>	<p><input type="checkbox"/> Academic and interest assessments are administered each semester. Student is aware of careers related to identified interests. Student begins career exploration process.</p>	<p><input type="checkbox"/> Academic and interest assessments are administered every nine weeks. Student results are reviewed with student and family to discuss life-career goals, course option and hobby preferences. Results are used in the development of IPS and the establishment of career goals and objectives. Students have identified a career cluster or path as part of their IPS.</p>	<p><input type="checkbox"/> Academic and interest assessments are administered and are reviewed on an on-going basis. Evidence exists that student assessments/interest inventories and academic results inform decisions made regarding life-career goals, course options and hobby preferences as they relate to a career path/cluster and to review/revise the IPS.</p>

ELEMENT 4	0	1	2	3	
<p>4.3 Strategic Action</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> District identifies at least one goal addressing family engagement.</p> <p>District supports completion of the Free Application for Federal Student Aid (FAFSA®) with at least 60% of the graduates registered.</p>	<p><input type="checkbox"/> District identifies one or more goals with strategies addressing family engagement.</p> <p>District supports completion of the FAFSA® with at least 65% of the graduates registered.</p>	<p><input type="checkbox"/> District has one or more goals with strategies and measurement of progress addressing family engagement.</p> <p>District supports completion of the FAFSA® with at least 70% of the graduates registered.</p>	<p><input type="checkbox"/> District identifies multiple goals with aligned strategies and measurement of progress addressing family engagement and action steps, and responsibilities are assigned to school district staff.</p> <p>District supports completion of the FAFSA® with at least 80% of the graduates registered.</p>

ELEMENT 5:

Administration and Policy

ELEMENT 5	0	1	2	3	4
<p>5.1 Clearly defined assessment and reevaluation process is in place for continued growth and deeper implementation.</p>	<input type="checkbox"/> No evidence.	<input type="checkbox"/> IPS process is clearly defined.	<input type="checkbox"/> Sequential approach to IPS Implementation is put in place that reflects development as student progresses from middle school through high school.	<input type="checkbox"/> Sequential approach to IPS Implementation is in place and reflects development in four IPS component areas and specific portfolio components as student progresses from middle school through high school.	<input type="checkbox"/> Sequential approach to IPS implementation is in place and reflects development in the four IPS component areas and specific portfolio components as student progresses from middle school through high school. A procedure for follow-up to assess if IPS was effective for student progressing to postsecondary/career field is in place.
<p>5.2 Perception data is collected from staff, students and families.</p>	<input type="checkbox"/> No evidence.	<input type="checkbox"/> Examples exist of survey data collected (ACT Survey).	<input type="checkbox"/> Examples exist of locally developed perception surveys administered to students, parents and/or staff.	<input type="checkbox"/> Examples are comprehensive for middle school through high school (IPS Survey).	<input type="checkbox"/> Examples are comprehensive, including postsecondary, and the data is used to drive policy and decision-making (articulation agreements).
<p>5.3 Process data collected.</p>	<input type="checkbox"/> No evidence.	<input type="checkbox"/> Examples exist of locally developed surveys administered to students, parents and/or staff.	<input type="checkbox"/> Examples exist of locally developed surveys administered to students, parents and/or staff.	<input type="checkbox"/> Examples are comprehensive for middle school through high school (number of pathways).	<input type="checkbox"/> Examples are comprehensive, including postsecondary, and the data is used to drive policy and decision-making (articulation agreements).
<p>5.4 Outcome data collected.</p>	<input type="checkbox"/> No evidence.	<input type="checkbox"/> Examples exist of outcome data collected (Percentage of students with an IPS).	<input type="checkbox"/> Examples exist of collecting and connecting Pathway participation, IPS participation and IPS completion data.	<input type="checkbox"/> Examples are comprehensive for middle school through high school. Data supports middle and high school participation.	<input type="checkbox"/> Examples are comprehensive, including postsecondary, and the data is used to drive policy and decision-making (i.e. industry-recognized credentials, postsecondary completion).

For more information, contact:

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