

WASC/AWSNA Accreditation Term Determination Worksheet

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the **major commendations and major recommendations**.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. As a visiting committee, come to **consensus** on the most appropriate rating. NOTE: The rubrics are guides to assist in the **synthesis of the visiting committee's findings from the self-study and visit**. Other points may need to be brought into the discussion.
4. Complete the official "Documentation and Justification Statement."

- ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

<i>An accreditation term will be based upon a school demonstrating the following:</i>	Highly Effective	Effective	Somewhat Effective	Ineffective
<p>1. <i>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</i></p>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of data and information to determine schoolwide strengths and needs <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of data and information <div style="text-align: right;"><input type="checkbox"/></div>
<p>2. <i>Defining of the school's purpose through expected schoolwide learning results and academic standards.</i></p>	<ul style="list-style-type: none"> • All stakeholders involved in a consensus building process that determined expected schoolwide learning results based on a clearly understood vision and purpose • Understanding and buy-in of the expected schoolwide learning results by all stakeholders • Indicators of quality developed that assist in the measurability of the expected schoolwide learning results • Staff understand the importance of the expected schoolwide learning results and their integral relationship to the academic standards <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Process involved all administrative/ instructional staff and some of the other stakeholders • Clearly understood vision and purpose • Understanding and buy-in of the expected schoolwide learning results by most instructional staff and other stakeholders • Staff currently working on indicators that assist in the measurability of quality for the expected schoolwide learning results • Staff gaining greater understanding of the importance of expected schoolwide learning results and their relationship to academic standards <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Process focused on a leadership team developing the expected schoolwide learning results • Clearly understood vision and purpose; however need for further consensus and understanding of the expected schoolwide learning results by all school administrative/ instructional staff and other stakeholders • School administrative/ instructional staff and other stakeholders just beginning to understand the importance of defining indicators of quality for the schoolwide expected schoolwide learning results <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Administrative team developed the expected schoolwide learning results • Lack of understanding of the school's purpose and the relationship of the expected schoolwide learning results • Lack of understanding of the relationship of expected schoolwide learning results and academic standards <div style="text-align: right;"><input type="checkbox"/></div>
<p>3. <i>The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</i></p>	<ul style="list-style-type: none"> • Appropriate disaggregation of all data with clear supporting interpretations • Trends and possible issues identified • Disaggregated data used by the instructional staff and all other stakeholders as an integral part of the self-study process <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Data disaggregated where possible with clear supporting interpretations • Trends and possible issues identified • Disaggregated data used by the instructional staff and other stakeholders <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Some data disaggregated but with unclear or limited interpretations • Trends and possible issues identified to a limited degree • Disaggregated data presented to staff and a few other stakeholders in a general manner <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Incomplete data presented and little interpretation provided for instructional staff and others • Data summarized for self-study as time permits and is not used throughout the self-study process <div style="text-align: right;"><input type="checkbox"/></div>

	Highly Effective	Effective	Somewhat Effective	Ineffective
4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.	<ul style="list-style-type: none"> Multiple measures show acceptable progress for all students--i.e., all subgroups of students <input type="checkbox"/>	<ul style="list-style-type: none"> Awareness of the subgroups of students for which stronger achievement is needed and multiple measures show growth targets being reached for these students <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets are not being reached for many subgroups of students <input type="checkbox"/>	<ul style="list-style-type: none"> Growth targets just beginning to be defined and addressed Multiple measures indicate student achievement is not occurring for many subgroups of students <input type="checkbox"/>
5. Purpose, Goals, and Philosophy that support high achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Educational Program, Activities, and Student Services that support high achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Governance, Administration, Finance, and Law that support high achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Personnel that supports high achievement for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The School Community that supports high achievement for all students				
10. The alignment of a long-range schoolwide action to the school's areas of greatest need to support high achievement of all students.	<ul style="list-style-type: none"> Analysis of all appropriate data/information about student achievement, school operation and program supports the identified prioritized growth areas <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of most data/information about student achievement, school operation, and program supports the identified prioritized growth areas <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of some data/information about student achievement, school operation and program supports the identified growth areas <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas <input type="checkbox"/>
11. The capacity to implement and monitor the schoolwide action plan.	<ul style="list-style-type: none"> Process that includes both formative and summative evaluation in place Plan developed collaboratively All stakeholders aware and consent to be involved in implementation Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders Evaluation results will be used to identify priorities and further actions for improvement <input type="checkbox"/>	<ul style="list-style-type: none"> Process includes some formative evaluation but focus is on mainly summative Plan developed collaboratively General awareness and consent to be involved in implementation Plan evaluated annually School staff and periodically other stakeholders informed of action plan progress Actions may be evaluated in terms of student achievement and other factors Evaluation results used to identify further actions for improvement <input type="checkbox"/>	<ul style="list-style-type: none"> General understanding by school administrative and instructional staff about the need for implementation Link of action plan to student learning weak, not clearly understood by administrative and instructional staff and other stakeholders <input type="checkbox"/>	<ul style="list-style-type: none"> Process of implementation not clarified as to who and what will be accomplished Understanding of need and value of action plan linked to high student achievement not understood by administrative and instructional staff and other stakeholders <input type="checkbox"/>
12. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	<ul style="list-style-type: none"> Ongoing systemic improvement integral to school's culture <input type="checkbox"/>	<ul style="list-style-type: none"> Addressing prior accreditation findings occurs but not rooted in systemic change at school <input type="checkbox"/>	<ul style="list-style-type: none"> Sporadic addressing of prior accreditation findings occurs <input type="checkbox"/>	<ul style="list-style-type: none"> Little, if any, addressing of prior accreditation findings <input type="checkbox"/>