



Accrediting Commission for Schools

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ACCREDITATION TERM EXPLANATION

What term best supports the school's improvement needs?

- **A term of six years with a written progress report to the school's governing board on the major recommendations or critical areas listed in the Visiting Committee report.** Upon review and formal acceptance by the board, the report will be filed with the WASC office.

Interpretation: The school's current situation based on the accreditation term factors (see Reference Card #5) provide compelling evidence that the school is a trustworthy place for learning and little, if any, additional support for the implementation, monitoring, and accomplishment of the schoolwide action plan by all stakeholders is needed.

- **A term of six years with a complete progress report on major recommendations or critical areas and a one-day on-site review by a two-member committee** to be completed not later than the third year of the six-year term.

Interpretation: The school's current situation based on the accreditation term factors provide compelling evidence that the school needs additional support and feedback in meeting identified growth targets and areas that will strengthen student achievement and the school's program. This includes the engagement of all stakeholders in the implementation and accomplishment of the action plan.

NOTE: After the one-day on-site review, the review committee may recommend no additional action, an additional progress report, a shortening of the accreditation term, or denial.

- **A term of three years with a progress report on critical areas of improvement and action plans,** and a two-day visit as a requisite to continued accreditation.

Interpretation: The school's current situation based on the accreditation term factors provide compelling evidence that the school needs strong additional support, feedback, and encouragement in meeting identified growth targets and areas that will strengthen student achievement and the school's program. This includes the engagement of all stakeholders in the implementation and accomplishment of the action plan. Strengthening student achievement includes the demonstration that growth targets for student learning are being met.)

- **A term of one or two years with a complete progress report and revisit to serve as a “warning”** that unless prompt attention is given to the major recommendations or critical areas accreditation may be denied.

Interpretation: The school’s current situation based on the accreditation term factors provide compelling evidence that the school needs extremely strong additional support, feedback, and encouragement in meeting identified growth targets and areas that will strengthen student achievement and the school’s program. This includes the engagement of all stakeholders in the implementation and accomplishment of the action plan.

NOTE: After the revisit occurs, the revisit committee may recommend an additional one or two years, bringing the term up to three years; at that time the school will be expected to prepare another Progress Report and have a two-day visit (three year procedures); or the revisit committee may recommend denial.

- **Denial of accreditation based on conditions** detailed in the Visiting Committee report.

Interpretation: The school’s current situation based on accreditation term factors provide compelling evidence that the school is unable to meet identified growth targets and areas that will strengthen student achievement and the school’s program. This includes the engagement of all stakeholders in the implementation and accomplishment of the action plan. Any other term of accreditation is impossible because the school is not a trustworthy place for learning and the school is unable to accomplish, at this point in time, the required ongoing school improvement.

NOTE: After denial, a school may correct the deficiencies and request to begin the accreditation process. Such a request would require a school to have an initial visit and follow all initial visit procedures.