

SAMPLE

WASC/HAWAII DEPARTMENT OF EDUCATION DOCUMENTATION AND JUSTIFICATION STATEMENT

For proper processing, please complete the following information

Chair Name	Name and City of School Visited
Chair's Work Phone	Chair's Home Phone Alt. Number during end of June (if applicable)
E-mail address (if applicable)	

Complete the narrative rationale for each section. Check the box next to the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus.

- **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.

An accreditation term will be based upon a school demonstrating the following:

- 1. Involvement and collaboration of shareholders in doing the self-study that accomplishes the six parameters of the self-study.**

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input checked="" type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: All indications are that there was wide participation by all segments of the school community in preparing the school's self-study. While fewer parents and students were involved than anticipated, those who contributed to Focus Groups and the parent and student surveys were involved throughout the school's self-study process. The school did an exceptional job of involving virtually all staff members in the self-study process. Paraeducators, support staff, administrators, students, parents, and teachers all contributed.

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2. The defining of the school's purpose through General Learner Outcomes (i.e., expected schoolwide learning results) and Hawaii Content and Performance Standards.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: Development of the school's statement of expected schoolwide learning results was specifically undertaken in conjunction with the *Focus on Learning Process*. The process used by the school ensured that staff, parents and members of the community had the opportunity to participate in developing these results. The leadership and instructional staff are committed to further integration of the expected schoolwide learning results and development of student performance assessment strategies that measure the degree to which students are accomplishing the expected schoolwide learning results and the academic standards in each subject area.

3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.

Visiting Committee Rating:

- | | | | |
|--------------------------|-----------|-------------------------------------|--------------------|
| <input type="checkbox"/> | Exemplary | <input checked="" type="checkbox"/> | Somewhat Effective |
| <input type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The school is transitioning to a stronger multiple approach of student assessment and school accountability. The school recognizes the need to further refine its process for disaggregating and analyzing student performance data by major characteristics of its student population and then have all stakeholders use that data.

4. The acceptable progress by all students toward clearly defined General Learner Outcomes, Hawaii Content and Performance Standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating:

- | | | | |
|--------------------------|------------------|-------------------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input checked="" type="checkbox"/> | Somewhat Effective |
| <input type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The school leadership, instructional staff, and other stakeholders need to continue the development of clearly articulated benchmarks for student performance that are linked to the general learner outcomes and academic standards. Acceptable progress is still a need for certain student groups, especially the limited English proficient, in the area of reading comprehension and math.

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5A. An *Organization* that supports high achievement for all students.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The vision is shared by the school community; however, there still is the need for greater input from the parents, students, and community. Over the past two years the vision has been refined using analysis of data regarding student achievement and student, parent, and staff surveys. The General Learner Outcomes (GLOs) or expected schoolwide learning results (ESLRs) are congruent with the vision statement. There is a need for the leadership and instructional staff to establish and employ a systematic use of student performance assessment strategies in order to improve student achievement based on the standards and the GLOs. This needs to be supported with increased, sustainable staff development. In addition, the leadership and instructional staff need to expand interdisciplinary collaboration and integration of technology and overall improve the capacity of the school to meet the needs of all students. There has been an improvement in the use of resources based on the support of student learning.

5B. *Standards-Based Learning: Curriculum* that supports high achievement for all students.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: Students are engaged in a standards-based curriculum. The school is working towards greater cross-curricular integration of lessons that will help students see connections among the subject areas, more opportunities for teachers to work together, and specific efforts to ensure that all students are engaged in school-career work. Another emphasis will need to be the strengthening of ways to promote the success of limited-English-proficient students not only with career paths but within the core curriculum.

5C. *Standards-Based Learning: Instruction* that supports high achievement for all students.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The instructional staff has expressed willingness to be more involved in a focused staff development program that is sustained over time and assessed for its impact on student learning. Areas that need to be addressed include active, challenging learning experiences for students that involve them in problem-solving, collaborative work, meaningful application of knowledge and skills; performance-based assessment methods and models; and cross-curricular and career path models and strategies. Greater input by students into lesson designs and performance standards is essential to ensure their needs and interests are being met. In addition, all stakeholders agree that the integration of technology into the instructional program is a major growth area.

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5D. Standards-Based Learning: Assessment and Accountability that supports high achievement for all students.

Visiting Committee Rating:

- | | | | |
|--------------------------|------------------|-------------------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input checked="" type="checkbox"/> | Somewhat Effective |
| <input type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The stakeholder groups do view themselves as accountable for student learning and for student progress. However, staff is still at the beginning stages of understanding the analysis of data and utilizing the results to modify instruction and support. An overall measurement of schoolwide improvement based on data analysis and the communication of the measurement is in its infancy. There is still the need to further develop clearly articulated benchmarks for student performance that are linked to the academic standards and expected schoolwide learning results. The actions taken will give direction to the curriculum and teaching improvement and resource allocation, which is already underway.

5E. Quality Student Support for Student Personal and Academic Growth that supports high achievement for all students.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The culture of the school sets high expectations for student achievement. There are positive attitudes and minimal disruptions that provide a safe, clean, orderly, and secure learning environment for all students. The staff does share a common sense of purpose and focus on improving student learning.

The school's action plan focuses on two areas of growth that are directly related to student learning: the need for the "disconnected students," especially those with limited English language skills to avail themselves of support services and the total school program and the development of programs and services that link the school's curricular program to the business community. These support services should assist the students in having successful academic careers and in giving students the needed skills and opportunities to make a transition to the business environment. In addition, the school must strengthen its nurturing environment for students as they are expected to accomplish higher levels of performance.

6. The alignment of a long-range School Strategic Plan (with its first year detailed in the annual forthcoming Academic and Financial Plan) to the school's areas of greatest need to support high achievement of all students

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The Visiting Committee finds that the action plans proposed by the school are appropriately directed toward improvement of student performance through strengthening the school program with respect to the concepts contained in the criteria categories. The general themes of the action plan correlate to the growth areas identified by the Schoolwide Focus Groups. Of particular note is the integration of assessment activities in order to give direction to the curriculum improvement already underway and to strengthen

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teaching and learning. Both the leadership and many individual teachers are committed to focusing a more systematic schoolwide effort in the use of existing data that is pertinent to student learning and the addition of performance-based assessment methods directly linked to benchmarks of the expected schoolwide learning results and academic standards.

7. The capacity to implement and monitor the School Strategic Plan and the forthcoming Academic and Financial Plan.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: With the extensive discussion between the school and the Visiting Committee, the Visiting Committee anticipates that reformation and improvement of the Action Plan will occur. The staff agrees that the task has just begun and is by no means completed. In fact, the staff has come to understand that they have created a far more encompassing challenge in ensuring that quality total school program is collaboratively built and undergoes improvement on an ongoing basis. The staff is committed to improving the quality of the school program.

8. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating:

- | | | | |
|-------------------------------------|------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Highly Effective | <input type="checkbox"/> | Somewhat Effective |
| <input checked="" type="checkbox"/> | Effective | <input type="checkbox"/> | Ineffective |

Narrative Rationale: The school addressed the five critical areas for follow-up made by the prior on-site Visiting Committee through the schoolwide action plan. There has been an ongoing, systemic improvement process integral to the school's culture.

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Provide a brief narrative, which summarizes the Visiting Committee's rationale for the recommended term. (If there is an unresolved minority opinion please indicate and explain.)

- Term options seriously considered; and
- Reasons for the *term recommended*.

In the comments reflect upon the following:

- The visiting committee's discussions and process (summarize as needed in the narrative;
- The degree to which students are learning;
- The strength of the school in all areas of the program and the operation; and
- The capacity of the school to implement and monitor the School Strategic Plan and Academic and Financial Plan.

The Visiting Committee reviewed the term options and the chair had each member complete the accreditation term worksheet by reflecting on the criteria, the self-study, and the findings of the visit. The ratings from each team member were recorded for the term factors. On several areas, there was immediate consensus as the ratings were the same. In other areas, the team members discussed the rationale for each rating, using evidence collected to provide substance to the varying points of view. The team did come to consensus for these areas, in many cases this was a natural evolution of the discussion. There were no minority opinions on any factor.

The committee discussed and considered the full six-year term and the six-year term with review (6R). The discussion focused on which of these two terms would be most helpful to the school in its continuing efforts to improve the school. The committee easily reached the unanimous recommendation of a term for six-years with a mid-term (third year) on site-review. The reasons for the term are enumerated below:

- The school needs to improve student achievement for all students. Programs such as the literacy and math programs are operating but have not been evaluated.
- The understanding of and the use of assessment data are still at the beginning stages for many of the instructional staff.
- An overall measurement of schoolwide improvement based on data analysis and the communication of the measurement is in its infancy.
- There was limited involvement of student and parent stakeholders in the school improvement process.