

SAMPLE

DOCUMENTATION AND JUSTIFICATION STATEMENT FOR WASC FOL

[This form is **NOT** to be used for California public schools; it is for WASC FOL only]

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 factor. Check the box to the left of the rating that best fits the results of the self-study and the visit that was selected through Visiting Committee dialogue and consensus. [To check a box, double click on the box and select the "Checked" box value.]

- **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 stakeholders in doing the self-study that accomplishes the five parameters of the self-study.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective 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 expected schoolwide learning results and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective 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 insured 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: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school is transitioning from a norm-reference standardized test approach 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 expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective 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 expected schoolwide learning results 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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5. *An Organization for Student Learning that supports high achievement for all students.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The leadership and staff must systematically address the school's expected schoolwide learning results in the normal course of instruction and instructional support. Insuring that these are so addressed will require a supportive environment for staff to analyze the curriculum and incorporate instructional activities designed to cultivate the skills, knowledge and habits that the school seeks to promote in its graduates; equally, a nurturing environment for students will be required if these high expectations for performance are to be met. In addition, there is the need to provide an ongoing opportunity for staff members to increase their understanding of curricular path and instructional issues via professional development. Finally, the leadership must engage parental support for the school's goals which will facilitate the achievement of the expected schoolwide learning results. The action plan is appropriately directed toward improvement of the school's performance 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 Focus Groups. The school understands the importance of strengthening the schoolwide review and reporting of student progress.

6. *Curriculum, Instruction, and Assessment that supports high achievement for all students.*

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school's plan for improvement emphasizes cross-curricular integration of lessons that will help students to see connections among the subject areas, opportunities for teachers to work together, and specific efforts to insure that all students are engaged in school-career work. The Visiting Committee particularly emphasized with the school the need to strengthen ways to promote the success of limited-English-proficient students not only with career paths but within the core curriculum.

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.

There is a critical need to develop a more systematic approach in strengthening the link between the expected schoolwide learning results and the instructional program through establishing specific measurable benchmarks. The actions taken will give direction to the curriculum and teaching improvement and resource allocation that is already underway.

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7. **Support for Student Personal and Academic Growth that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

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 the LEP population to avail themselves of support services and the total school program in order to be more successful in the instructional areas, including more challenging academic areas; and the development of programs and services that link the school's curriculum 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. Overall the school is working to strengthen student and family use of support services.

8. **Resource Management and Development that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The leadership and staff are committed to allocation of all resources for maximum effectiveness with respect to student achievement of the learning expectations. The self-study process has facilitated greater staff dialogue about the current and future use of resources directly related to student learning. This has led to a strong commitment by leadership and staff to devoting resources of money and time to more focused staff development, assessment and accountability concerns, and other growth areas of their Schoolwide Action Plan.

9. **The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective 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 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.

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10. The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective 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.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school addressed the five critical areas for follow-up made by the on-site Visiting Committee. The school also addressed the recommendations of the various department and schoolwide committees. These original areas were integrated as appropriate into other parts of the school's most recent self-study.

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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
- 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 strengths and growth needs of the school in all areas of the program and operation
- The capacity of the school to implement and monitor the action plan

After review of the accreditation term determination factors, the Visiting Committee eliminated any term recommendations not being considered by any of the members. The Committee discussed and considered the full six-year term and the six year 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 of six-years with a mid-term (third year) on-site review.

The reasons for the term recommended are enumerated below:

- The school has the critical need to systematically address the incorporation of the expected schoolwide learning results into the normal course of instruction and instructional support.
- Action plans were generally considered to be well-targeted to bring about program improvement with the expectation that planned changes would produce better learning results for students over the next several years. Overall commitment by the school's Leadership Team, the faculty, the Board and community is strong but does not include everyone. The schoolwide action plan is very ambitious and there is the lack of clarity and detail in sections of the plan.
- There is the need to support the school in increasing student learning as evidenced in standardized test scores, grades, and performance-based assessment.
- The school's responses to the recommendations of the previous Visiting Committee have been found to be adequate or better.
- The self-study was developed in an outstanding manner with extensive participation on the part of staff, students and the community.