

WASC 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 **schoolwide strengths and the schoolwide critical areas for follow-up**.
 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.

An accreditation term will be based upon a school demonstrating the following:	Highly Effective	Effective	Somewhat Effective	Ineffective
<p>1. Involvement and collaboration of stakeholders in doing the self-study that accomplish the five parameters of the self-study.</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. Defining of the school's purpose through expected schoolwide learning results and academic standards.</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. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</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. Organization for Student Learning that supports high achievement for all students.	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>
6. Curriculum, Instruction, and Assessment that supports high achievement for all students.	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>
7. Support for Personal and Academic Growth that supports high achievement for all students.	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>
8. Resource Management and Development that supports high achievement for all students.	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>	<ul style="list-style-type: none"> Review criteria in attachment before making determination <input type="checkbox"/>
9. 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"/>
10. 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"/>
11. 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"/>

Accreditation Term Determination Attachment WASC Criteria with Indicators/Prompts

(These indicators summarize important aspects as noted in the suggested areas to examine for each criterion in the WASC self-study manual.)

A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose

To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

Beliefs and Philosophy

The written statement of purpose reflects the beliefs and philosophy of the school and its constituency.

Purpose, Schoolwide Student Goals or Expected Schoolwide Learning Results and Profile Data

The student/community profile data has impacted the development of the school purpose and schoolwide learning results.

Involvement of All

The school has a process for involving representatives of the entire school community in the development/refinement of the purpose and expected schoolwide learning results.

Consistency of Purpose, Schoolwide Student Goals or Expected Schoolwide Learning Results and Program

There is a strong degree of consistency between the school purpose, the expected schoolwide learning results, and the school program.

Communication about Purpose and Schoolwide Student Goals or Expected Schoolwide Learning Results

The school has means to publicize the purpose and the expected schoolwide learning results to the students, parents and other members of the school community.

Regular Review/Revision

The school has a process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global and local needs, and other trends and community conditions.

A1. School Purpose: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

A2. Governance

To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?

Clear Policies and Procedures

There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

Relationship of Policies

The governing authority's policies are directly connected to the school's purpose and vision and expected schoolwide learning results.

Involvement of Governing Authority

The governing authority is involved in the regular review and refinement of the school's purpose and learning results. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

School Community Understanding

The school community understands the governing authority's role.

Relationship to Professional Staff

There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

Evaluation Procedures

The governing authority carries out clearly defined evaluation procedures.

Evaluation of Governing Authority

There is a process for evaluating the governing authority.

A2. Governance: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

A3. School Leadership

To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results, b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?

Defined Responsibilities, Practices, etc.

The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Existing Structures

The school has existing structures for internal communication, planning and resolving differences.

Involvement of Staff

The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

Review of Existing Processes

The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

A3. School Leadership: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

A4. Staff

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

Employment Policies/Practices

The school has clear employment policies/practices related to qualification requirements of staff.

Qualifications of Staff

The school reviews all information regarding staff background, training and preparation.

Maximum Use of Staff Expertise

The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.

Support of Professional Development

The school leadership supports professional development with time, personnel and fiscal resources based upon a written professional development plan.

Supervision and Evaluation

The school has supervision and evaluation procedures that promote professional growth of staff.

Measurable Effect of Professional Development

The school leadership and staff develop processes to determine the measurable effect of professional development on student performance. The school leadership evaluates the effectiveness of professional development and uses the data to inform planning and future decision-making.

A4. Staff: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

A5. School Environment

To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Caring, Concern, High Expectations

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Student Self-Esteem

The school fosters student self-esteem through high expectations for each student and recognition of successes.

Mutual Respect and Communication

Mutual respect and effective communication among and between staff, students, and parents is evident.

Teacher Support and Encouragement

There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Policies, Codes, Procedures, Resources

The school has policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment.

A5. School Environment: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

A6. Reporting Student Progress

To what extent does the school leadership regularly a) assess student progress toward accomplishing the school's expected schoolwide learning results and b) report student progress to the rest of the school community?

Student Progress

The school has procedures to communicate to the governing authority and members of the school community about student progress.

Existing Standards and Procedures

The school has existing standards and procedures to assess student progress towards the expected schoolwide learning results and the curricular objectives.

A6. Reporting Student Progress: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

A7. School Improvement Process

To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?

Broad-based and Collaborative

The school can document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.

School Plan Correlated to Student Learning

There is correlation between the school plans and analysis of student achievement of the expected schoolwide learning results

Systems Alignment

Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation and strategic planning for the purpose of ongoing school improvement.

Correlation between All Resources, Schoolwide Student Goals or Expected Schoolwide Learning Results, and Plan

There is correlation between allocation of time/fiscal/ personnel/material resources, expected schoolwide learning results, and the improvement plans.

A7. School Improvement Process: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

Current Educational Research and Thinking

The school uses current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. The curriculum is modified as needed to address current educational research and thinking, other relevant issues and the needs of all students.

Learning Results Complementing Standards

The school provides evidence that the schoolwide student goals or expected schoolwide learning results, such as critical and creative thinking, form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning.

Curricular Standards

The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Student Work-Engagement in Learning

The examination of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum that also addresses the schoolwide student goals (ESLRs)?

Acceptable Student Achievement

The school demonstrates acceptable student learning of the curricular goals and the expected schoolwide learning results through defined performance indicators.

Curricular Review, Revision, and Evaluation

The school implements a regular cycle of curriculum review and evaluation that leads to further curricular development and revision for the purpose of improving learning and teaching.

Collaborative Work

The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units and/or courses.

Accessibility of all Students to Curriculum

All students have accessibility to a challenging, relevant and coherent curriculum.

Policies-Rigorous, Relevant, Coherent Curriculum

There are clear policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program.

Articulation and Follow-up Studies

The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

B1. What Students Learn: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

B2. How Students Learn

To what extent does the professional staff a) use research-based knowledge about teaching and learning and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?

Research-based Knowledge

The administrators and teachers use a variety of strategies to remain current in and apply research-based professional knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning based on the expected schoolwide learning results and curricular objectives.

Planning Processes

The planning processes, including the use of formative assessment results, focus on the engagement of all students actively at a high level of learning consistent with the curricular standards and expected schoolwide learning results.

Professional Collaboration

Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. This would include examples of the selection of instructional approaches based on the learning purpose(s) desired.

Professional Development

The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Challenging and Varied Instructional Strategies

The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning.

Technological Integration

Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Evidence of Results based upon Challenging Learning Experiences

Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment and application skills

Perception of Students

Through interview and dialogue with students representative of the school population able to share their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

Student Needs

Teachers address various learning styles and student needs through the instructional approaches used.

Student Use of Resources

Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.

B2. How Students Learn: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

B3. How Assessment Is Used *To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results; c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources?*

Appropriate Assessment Strategies

The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Correlation

The teachers correlate assessment to expected schoolwide learning results, curricular objectives, course competencies and instructional approaches used.

Changes/Decisions based on Assessment Data

Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation, both collectively and individually.

Student Work and Other Assessments

Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum.

Student Feedback

Student feedback is an important part of monitoring student progress over time based on the expected schoolwide learning results and the curricular objectives.

Teacher Monitoring

Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

B3. How Assessment Is Used: Other Findings

Additional evidence regarding the degree to which the school is meeting the criterion.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness *To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?*

Personalized Student Support

The school provides personalized student support correlated to student achievement of the expected schoolwide learning results and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.

School Support Systems

The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Strategies Used for Student Growth/Development

The school uses strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment.

Support Services and Learning

The school ensures that the support services and related activities have a direct relationship to student involvement in learning.

Co-Curricular Activities

The school ensures that the co-curricular activities are linked to the expected schoolwide learning results.

Adequate Available Services

The school has available adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling.

Student Involvement in Curricular/Co-Curricular Activities

The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services.

Student Perceptions

Interviewing and dialoguing with students assists the school in evaluating the effectiveness of the academic and personalized student support.

C1. Student Connectedness: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

C2. Parent/Community Involvement

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Regular Parent Involvement

The school has regular processes for the involvement of parents and community.

Use of Community Resources

The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

Community and Student Achievement

The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results through the school's program.

C2. Parent/Community Involvement: Other Evidence

Additional evidence regarding the degree to which the school is meeting the criterion.

D. RESOURCE MANAGEMENT AND DEVELOPMENT**D1. Resources**

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results?

Allocation Decisions

There is a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the schoolwide learning results and the curricular objectives. Leadership and staff are involved in the resource allocation decisions.

Practices

The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Facilities

The facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.

Instructional Materials

There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources.

Well-Qualified Staff

There are resources available for hiring and nurturing a well-qualified staff.

D1. Resources: Other Findings

Additional evidence regarding the degree to which the school is meeting the criterion.

D2. Resource Planning

To what extent do the governing authority and the school execute responsible resource planning for the future?

Master Resource Plan

The school has a master resource plan. The school has a process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results.

Use of Research and Information

The school uses research and information to form the master resource plan.

Involvement of Shareholders

Stakeholders are involved in the future planning.

Informing

The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Marketing Strategies

The school has marketing strategies to support the implementation of the developmental program.

D2. Resource Planning: Other Findings

Additional evidence regarding the degree to which the school is meeting the criterion.