



# Focus on Learning

**JOINT ACS WASC AND GUAM STATE DEPARTMENT  
OF EDUCATION PROCESS GUIDE**



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**2016 PILOT EDITION**

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
[www.acswasc.org](http://www.acswasc.org)



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## **JOINT ACS WASC AND GUAM STATE DEPARTMENT OF EDUCATION PROCESS GUIDE**

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**2016 PILOT EDITION**

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# GDOE/ACS WASC Accreditation School Improvement Process

## Introduction

*Focus on Learning Joint GDOE/ACS WASC Process Guide* celebrates the ongoing collaboration between the Guam Department of Education (GDOE) and the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). The guide describes a self-study process that is based on ACS WASC criteria and an ongoing six-year cycle of quality. By engaging in the process, the school demonstrates the commitment, capacity, and competence to support high-quality student learning and continuous school improvement, and achieves an accreditation status. A coordinated school improvement accreditation process is essential for all GDOE K-12 schools.

This new edition coincides with and builds upon a number of significant efforts within the Guam Department of Education to transform how today's students navigate tomorrow's world. In particular, the Guam State Strategic Plan pulls together all these efforts in one focused, coherent plan aimed at five goals. The Guam State Strategic Plan identifies strategies to help the schools reach these goals and sets specific targets that are indicators of success. The rationale for the accreditation of all GDOE schools includes:

- Aligns to the Guam State Strategic Plan
- Supports one ongoing school improvement process
- Aligns to the schoolwide action plan
- Systematizes and standardizes protocols and current practices to the GDOE/ACS WASC Focus on Learning accreditation process
- Streamlines planning and reporting.

Accreditation focuses schools on student achievement of the schoolwide learner outcomes and the academic standards through a process of implementing, monitoring and refining the action plan. The principles of accreditation and the GDOE/ACS WASC criteria serve as the foundation of a quality school. This process empowers Guam schools to build a future for the students. The expected results will be improved student achievement and continuous school improvement through a culture that values and takes responsibility, shares a common understanding and commitment, and promotes active involvement of all stakeholders.



## **Focus on Learning: Overview**



## Focus on Learning: Overview

### Rationale

Focus on Learning GDOE/ACS WASC Joint Process is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting the schoolwide learner outcomes and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?
2. Is the school doing everything possible to support high achievement for all its students?

Through the Focus on Learning GDOE/ACS WASC process, a school fulfills the requirements for accreditation and forms the basis for a single plan of action, the action plan.

### Why Accreditation

Accreditation involves the school in conducting a rigorous self-assessment or self-study compared to a set of research-based criteria. From this self-assessment, the school determines a course of action as defined in its action plan.

Accreditation:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's programs and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- Provides a way to manage change through regular assessment, planning, implementing, monitoring, and reassessment.
- Assists a school/district in establishing its priority areas for improvement as a result of the perpetual accreditation cycle that includes:
  - School self-assessment of the current educational program for students.
  - Insight and perspective from the visiting committee.
  - Regular school staff assessment of progress through the intervening years between full self-studies.

### Accreditation: A School Improvement Cycle

The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment. The process is guided and assisted by self-study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the Schoolwide learner outcomes and academic standards. In addition, schools must review the progress on the current action plan in relation to student achievement and make appropriate revisions.

Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the GDOE/ACS WASC criteria in relation to student achievement. The completed self-study report is sent to the visiting committee members for careful study no later than six weeks prior to the visit. Using the results of the visit, the school modifies and implements its subsequent schoolwide action plans and continues the cycle of improvement.

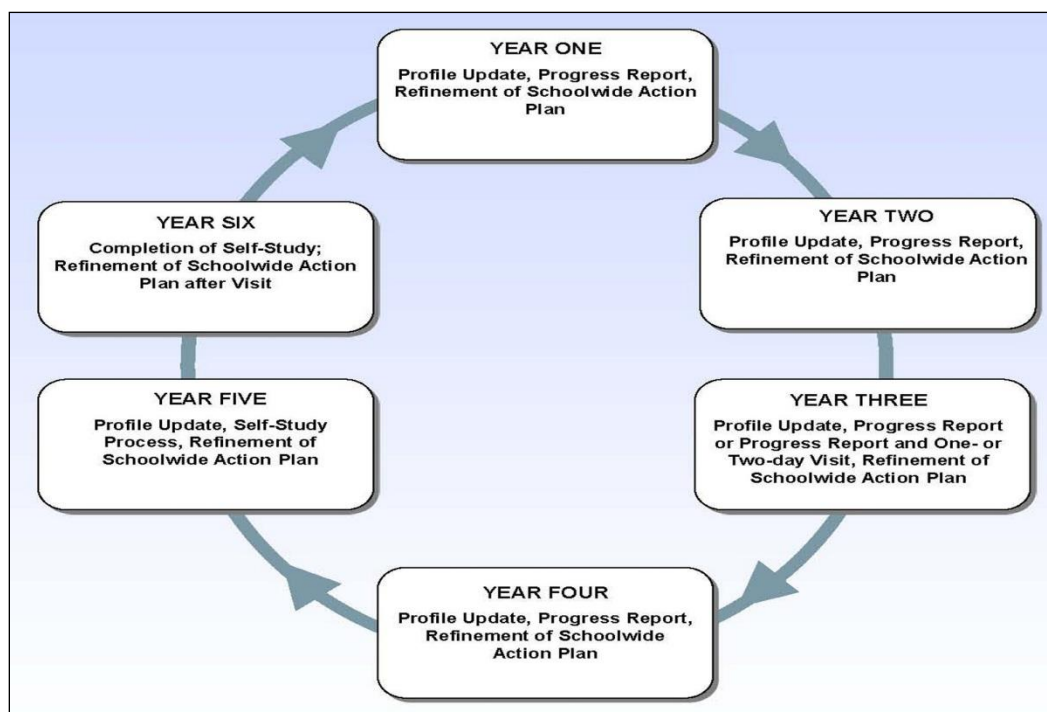
## **Principles of Accreditation**

The GDOE/ACS WASC principles of accreditation include:

- Accomplishment of the school vision, mission, and the schoolwide learner outcomes
- High achievement of all students based on schoolwide learner outcomes and academic standards
- Use of multiple ways to analyze data about student achievement
- Program evaluation based on Schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria
- Alignment of findings to the schoolwide action plan and the Guam State Strategic Plan
- Evaluation of ongoing improvement and impact on student learning
- Total involvement and collaboration of all stakeholders.

## GDOE/ACS WASC Accreditation Cycle of Quality for Schools

Below is the ACS WASC six-year cycle that demonstrates ongoing improvement.



## Strategic Plan

The Guam State Department of Education's State Strategic Plan forms the basis for each school's schoolwide action plan. The GDOE State Strategic Plan is built upon what we know are the keys to ensuring that all students can reach their fullest potential and attain their aspirations in the 21st Century; the GDOE's vision is *"Every student: Responsible, Respectful and Ready for Life"*. The five goals of the GDOE State Strategic Plan are:

Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

Goal #5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

In addition, the development of five GDOE level expectations by the superintendent and the leadership team serve as a common denominator that facilitates the leadership work with all 41 schools. These expectations are:

- Guaranteed and Viable Curriculum
- Professional Learning Communities and Collaborative Teams
- The use of SMART Goals
- The use of Common Formative Assessments
- Mini-informal Walkthroughs and Classroom Observations

## **Schoolwide Action Plan**

The schoolwide action plan, aligned to the GDOE State Strategic Plan, is a document that highlights the goals for the school, the programs, and the available resources to reach these goals. Schools identify academic goals, develop a weighted student formula allocation that supports those goals, and determine expected outcomes. The GDOE/ACS WASC self-study process and ongoing reassessment of progress during the intervening years supports the annual update of the single plan of action, the schoolwide action plan.

## **Importance of School's Vision, Mission, and Schoolwide Learner Outcomes**

An essential element of systemic school improvement is the collective vision, mission, and schoolwide learner outcomes. Important questions for schools to discuss include:

- What does it mean to be an educated person?
- What should students know and be able to do upon exit from the school?
- What is the most effective preparation of students for their future?

Schoolwide learner outcomes are the overarching goals of what students should know, understand, and be able to do in order to be globally competent. The schoolwide learner outcomes complement standards-based learning and are an integral part of the school culture and are correlated to the GDOE graduate outcomes that are listed below:

*GDOE students will be:*

1. **Technologically Literate**
2. **Effective Communicators**
3. **Academically Successful**
4. **Model Citizens**

## **Importance of Academic Standards**

Academic content and performance standards define the concepts, skills, and knowledge that students should know and be able to do in each curricular area, the level at which students are expected to demonstrate this knowledge, and grade-level expectations for performance. The GDOE has adopted the research-based and internationally benchmarked Common Core State

Standards in English language arts and mathematics to support consistency across the nation and prepare students for national and global success in college and careers. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students.

## **GDOE/ACS WASC Categories**

The GDOE/ACS WASC criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner outcomes and academic standards. A school will examine all aspects of its program against these five categories that include specific criteria.

1. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership, Staff, and Resources
2. Standards-based Student Learning: Curriculum
3. Standards-based Student Learning: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth.

## **Importance of Data Analysis**

The self-study is an in-depth gathering of data and information that will enable a school to take a careful look at the following:

1. Student learning needs
2. Schoolwide learner outcomes
3. The academic standards
4. What is and isn't working based on the GDOE/ACS WASC criteria.

Strategies which will be used for this review include:

- Examination of student work
- Observation of student engagement
- Interviews with students about what they are learning
- Review of student/community profile data
- Review of other hard data and information
- Interviews with stakeholders.

## **Self-Study Expectations**

The Focus on Learning self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other stakeholders in a self-study through subject area, support, parent, and student Home Groups and interdisciplinary Focus Groups. Through the completion of the self-study the school will accomplish:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.
3. The analysis of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria.
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

## **The Focus on Learning Process**

The Focus on Learning process is the work of the school community organized into three types of groups:

1. Leadership team (principal, self-study coordinator, Focus Group leaders, etc.)
2. Home Groups (stakeholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of stakeholders).

Within the Home Groups, participants analyze student data and achievement in relation to the academic standards, the Schoolwide learner outcomes, and the quality of the school program based on the GDOE/ACS WASC criteria. The Home Groups will share the results within the Focus Groups.

Within the Focus Groups, participants analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the student learning needs and Schoolwide learner outcomes. Each Focus Group must answer the question: What are the implications of the student learning needs?

### **Visit**

A visiting committee provides an outside perspective based on the GDOE/ACS WASC criteria by reviewing the school's self-study, conducting classroom observations, examining student work, and obtaining feedback from discussions with the Leadership Team, Focus and Home Groups, and other stakeholders. The visiting committee, the Leadership Team, and Focus Groups collaboratively compare findings. The resulting visiting committee report assists the school in refining the schoolwide action plan.

### **Follow-up**

After the visit, the school refines and implements the schoolwide action plan by integrating the critical areas of follow-up identified by the visiting committee. The school annually reviews progress, and refines the "next steps" in meeting the goals of the schoolwide action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the schoolwide learner outcomes and academic standards, especially in relation to the student learning needs identified in the schoolwide action plan. The administration is involved in the ongoing improvement process to ensure that the follow-up process is integral to planning and goal setting.

## **GDOE/ACS WASC Focus on Learning Schoolwide Criteria**

### **Category A: Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources**

#### **A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion**

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels.

Guided by the GDOE State Strategic Plan and supported by tri-level leadership (state, district, school), the school's vision and mission are defined further by academic standards, schoolwide learner outcomes, and the school's schoolwide action plan.

#### **A2. Governance Criterion**

The school's program and operations are in alignment with a) the Guam Board of Education's policies and b) the Guam Department of Education's rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the professional staff and monitors results regularly and approves the GDOE State Strategic Plan.

#### **A3. Leadership and Staff Criterion – Data-Informed Decision-Making**

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan in alignment with the Guam State Strategic Plan based on the analysis of data to ensure alignment with student needs.

#### **A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement**

A qualified staff facilitates achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and building of professional capacity.

#### **A5. Leadership and Staff Criterion – Research and Professional Development**

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

#### **A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner outcomes and academic standards.

### **Category B: Standards-based Student Learning: Curriculum**

#### **B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan and GDOE State Strategic Plan.

## **B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans**

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

## **B3. Curriculum Criterion – Meeting All Curricular Requirements**

Upon completion of the elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

## **Category C: Standards-based Student Learning: Instruction**

### **C1. Instruction Criterion – Student Access to Learning**

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes.

### **C2. Instruction Criterion – Rigorous and Relevant Instruction**

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking skills.

## **Category D: Standards-based Student Learning: Assessment and Accountability**

### **D1. Assessment and Accountability Criterion – Reporting and Accountability Processes**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

### **D2. Assessment and Accountability Criterion – Classroom Assessment Strategies**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

## **Category E: School Culture and Support for Student Personal and Academic Growth**

### **E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

### **E2. School Culture Criterion**

The school a) is a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

**E3. Student Support Criterion – Personalization**

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

**E4. Student Support Criterion – Accessibility**

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.



# **The Self-Study: Background Information**



## ACS WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years, the school should engage in an accreditation process that focuses on continuous school improvement to support student learning. The essential steps include the following:

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the schoolwide action plan, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically review the schoolwide learner outcomes, the school vision, and mission.
4. Analyze and synthesize data that provides evidence of school progress, and complete a mid-cycle report for submission to ACS WASC.
5. Potentially, host a one- or two-day review if the school was granted a six-year accreditation status. (**Note:** If a school received a one or two year probationary status, the school prepares an in-depth progress report and hosts a two-day and one-half day visit. The Commission then grants additional years of accreditation depending upon the progress made. Accreditation may also be withheld.)
6. In preparation for the next full self-study (usually 18 months prior to the self-study and visit), ensure that a) key staff members participate in ACS WASC self-study training; and b) all stakeholders are knowledgeable of student achievement and other current data, and progress on all aspects of the schoolwide action plan. Use the following information with stakeholders:
  - a. The current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports on the schoolwide action plan
  - b. The operating schoolwide action plan
  - c. Annual progress reports.
7. Based on the GDOE/ACS WASC criteria, involve stakeholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize important analytical findings for each criterion organized by categories.
9. Revise the schoolwide action plan to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the plan is refined based on progress made and impact on student learning.
10. Finalize the self-study report that will include:
  - a. The current student/community profile, student learning needs
  - b. Vision, mission, and schoolwide learner outcomes
  - c. Overall progress report since last full visit (or initial visit)
  - d. Findings and supporting evidence
  - e. Updated schoolwide action plan.

### Model Timeline: Flow of Activities (*Starting 18 months prior to visit*)

<b>Year Prior to Self-Study: September–February</b>		
<b>Task 1:</b> <ul style="list-style-type: none"> <li>Develop or refine the student/community profile based on the analyzed and disaggregated data</li> <li>Clarify the schoolwide learner outcomes</li> </ul>	– Leadership Team and/or Student Profile Committee	Chapter I: Student/Community Profile
<b>Task 2:</b> <ul style="list-style-type: none"> <li>Summarize progress since previous full self-study</li> </ul>	– Leadership Team – All Stakeholders	Chapter II: Progress Report on schoolwide action plan, including integrated critical areas for follow-up
<b>Task 3:</b> <ul style="list-style-type: none"> <li>Summarize the implications of the profile and progress data</li> </ul>	– Leadership Team – All Stakeholders	Chapter III: Summary of Data and Progress
<b>Year prior to Self-Study: February–May and Year of Self-Study: July–December</b>		
<b>Task 4:</b> <ul style="list-style-type: none"> <li>Evaluate the quality of the school program in relation to the GDOE/ACS WASC criteria with emphasis on the identified student learning needs; synthesize the information, determine strengths and growth needs</li> </ul>	– Focus Groups – Home Groups	Chapter IV: Self-Study Findings <ul style="list-style-type: none"> <li>Notes/evidence shared between Home Groups and Focus Groups</li> <li>Self-Study Report, Chapter IV, “Self-Study Findings”</li> <li>Pertinent evidence available for review by visiting committee</li> </ul>
<b>Task 5:</b> <ul style="list-style-type: none"> <li>Revise the schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment</li> </ul>	– Leadership Team – All Stakeholders via Home and Focus Groups	Self-Study Report, Chapter V, “Schoolwide Action Plan”
<b>Year of Self-Study: February–March</b>		
<ul style="list-style-type: none"> <li>The visit</li> </ul>	– School/Visiting Committee	Visiting Committee Report
<ul style="list-style-type: none"> <li>By June 30, submit an updated schoolwide action plan to ACS WASC incorporating critical areas of follow-up left by visiting committee</li> </ul>	– School	Updated Schoolwide Action Plan
<ul style="list-style-type: none"> <li>Implement and monitor the schoolwide action plan and its impact on student learning</li> </ul>	– School	Ongoing refinement of the Schoolwide Action Plan and progress reports for all stakeholders and district

## Self-Study Report Format

### Preface

Explain the school self-study process used to accomplish the expectations of the self-study. By addressing the expectations of the self-study, the school will have addressed:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.
3. The analysis of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria.
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

### Chapter I: Student/Community Profile

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

### Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas* of follow-up from the last full self-study and all intervening visits.

➔ **Note:** Schools that have had initial visits should respond to the recommendations left at that time and then integrated into the schoolwide action plan, as appropriate.

### Chapter III: Student/Community Profile—Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three student learning needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

### Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔ Note: The five criteria categories are:

- A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth.

### **Chapter V: Schoolwide Action Plan**

- A. Utilize the schoolwide strengths and growth areas to revise the schoolwide action plan.
  - a. Insert the table that lists all strengths from Categories A–E.
  - b. Insert the table that prioritizes all areas of growth from Categories A–E.
  - c. Comment briefly on implications for revising the schoolwide action plan.
- B. State any additional specific strategies to be used by staff within each subject area/program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

### **Appendices**

- A. Any additional student achievement data
- B. Master Schedule
- C. Graduation Requirements
- D. Results of student surveys/interviews
- E. Results of parent/community surveys/interviews
- F. Current schoolwide action plan
- G. Any other pertinent additional data (or have on exhibit during the visit)
- H. Glossary of terms unique to the school.

## **School Principal and Self-Study Coordinator Report Preparation Checklist**

- **Establish timelines and support mechanisms**
  - **Provide orientation for staff and stakeholders**
  - **Form Leadership Team and other school groups**
- 

- 1. After participating in the first GDOE/ACS WASC Self-Study training session, establish (a) a general calendar for the major self-study events and (b) a more detailed timeline of specific committee meetings and tasks to be accomplished.**
- 2. Establish a process for ongoing communication with staff about the accreditation process and cycle of quality. Initially, orient staff and other stakeholders, including district personnel that can support the process.**

This orientation should include:

- a. An explanation of the joint GDOE/ACS WASC accreditation process along with its benefits to the school community
- b. An overview of the GDOE/ACS WASC *Focus on Learning* self-study process
- c. The interrelationship between schoolwide learner outcomes and academic standards
- d. The understanding of the GDOE/ACS WASC criteria
- e. The importance of using data and the self-study findings (1) to raise the urgency for system change; (2) to recommit to a vision of high academic achievement for all students; and (3) to investigate further the causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement and learning
- f. The importance of the ongoing improvement process for successful student learning
- g. The nature and purpose of the visiting committee
- h. Accreditation status determination.

The ongoing communication with staff should provide opportunities for the following:

- Sharing updated findings from the profile analyses
- Discussing the implications of the data
- Identifying the student learning needs and their relationship to the schoolwide learner outcomes
- Utilizing strategies to gather and analyze evidence related to student learning and the GDOE/ACS WASC criteria
- Reviewing the findings from all Focus Groups
- Refining the schoolwide action plan.

### 3. Establish the Leadership Team, Data/Profile Group, Home and Schoolwide Focus Groups.

➔ **Note:** Each Schoolwide Focus Group usually concentrates on one criteria category and examines the effectiveness of that part of the school program. Analysis is completed in relation to several identified student learning needs, schoolwide learner outcomes and academic standards that the Leadership Team selected based on student achievement data.

### 4. Prepare self-study materials. (These can be distributed electronically.)

Suggested information for the self-study packets include: the overview, GDOE/ACS WASC criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. In addition, the following materials should also be distributed: the student/community profile, the progress report, the summary of the profile and progress data (Chapters I–III).

1. Have available pertinent information for the self-study. This information will be used by the student/community profile committee, the Schoolwide Focus Groups, and the Home Groups.
2. Train Leadership Team and Focus/Home Group leaders in roles and responsibilities, including strategies in group dynamics and data analysis.

Training should emphasize:

- a. A review of the basic purpose of the self-study, visit, and follow-up: a school improvement process
- b. The *expectations* of the self-study
- c. The importance of verification: in-depth gathering and analysis of evidence
- d. The suggested tasks of the model self-study or the school's modifications
- e. The extreme importance of all committee members understanding the use of the student/community profile and summary
- f. The role of the Home and Focus Group chairs as:
  - 1) Group facilitators of committee discussions and syntheses
  - 2) Coordinators for gathering of evidence, especially analysis of student work and observation of student engagement
- g. The essential participation in regular meetings to review progress of the self-study.

### Additional Principal and Self-Study Coordinator Checklists

- The **Principal and Self-Study Coordinator Checklists** can be found on the ACS WASC website.

### Self-Study Self-Check Questions

For each of the five tasks a set of self-check questions is included. These are also listed on the following page as a reference for the principal, self-study coordinator, and other Leadership Team members.

## **GDOE/ACS WASC Focus on Learning Self-Check Questions**

### **School Timeline and Committees**



#### ***Self-Check Questions***

- Has the timeline been developed so that the self-study will be ready to send to the visiting committee no later than six weeks prior to the visit?
- Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?
- Is the Leadership Team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school's current organization for schoolwide communication?
- Are all certificated staff serving on *two* groups — a Home Group and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, should the school maintain the Focus Groups after the visit to monitor the schoolwide action plan?

### **GDOE/ACS WASC FOL, Task 1 (Student/Community Profile)**



#### ***Self-Check Questions***

- Has the Leadership Team gathered and analyzed all required and pertinent data to identify the characteristics and trends of achievement of ALL the students?
- Has the Leadership Team produced a user-friendly profile for all stakeholders?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile, including the vision, mission, and schoolwide learner outcomes?

### **GDOE/ACS WASC FOL, Task 2 (Progress Report)**



#### ***Self-Check Questions***

- Did the school show how the schoolwide critical areas for follow-up and recommendations identified by visiting committees since the last full self-study were integrated into the schoolwide action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the progress report show how the schoolwide action plan impacted achievement of the student learning needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the schoolwide action plan?

### ***GDOE/ACS WASC FOL, Task 3 (Summary of Profile and Progress Data)***



#### **Self-Check Questions**

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Has the school obtained input from all stakeholders in the identification of the student learning needs?
- Has there been discussion about the relationship between student learning needs and the schoolwide learner outcomes?
- Have the stakeholders defined the measurable indicators of the schoolwide learner outcomes?
- Do the stakeholders use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
- Have the three to four important questions been determined that will be discussed within the Home/Focus groups?

### ***GDOE/ACS WASC FOL, Task 4 (Assessment of Program)***



#### **Self-Check Questions**

- Was the analysis of the school program done in relation to the accomplishment of the student learning needs, the schoolwide learner outcomes, academic standards, and the criteria?
- Was the accuracy of the findings discussed and supported by evidence?
- Did discussion occur about how the findings relate to supporting the learning needs of all students?
- Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
- Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?

### ***GDOE/ACS WASC FOL, Task 5 (Refinement of the Schoolwide Action Plan)***



#### **Self-Check Questions**

- Were the schoolwide strengths and growth areas/challenges (i.e., Categories A–E) used to revise the schoolwide action plan?
- Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the outcomes in the schoolwide action plan address the learning needs of students as identified in the student/community profile?
- Is there an effective process in place to integrate the visiting committee suggestions after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?

## **School Groups: Probable Players**

Careful thought should be given to the formation of the committees. To conduct a meaningful self-study, the school is expected to involve the total staff. In the model process this can be accomplished by establishing the suggested committees; however, these may be adapted to fit local conditions.

Schools involved in restructuring may have previously established committees appropriate for the various tasks. Below are the stated responsibilities and potential membership of committees for the model self-study process.

### **Leadership Team**

Responsibilities:

- Facilitate the review and refinement of the vision, mission, and schoolwide learner outcomes
- Facilitate the entire analytical self-study process, including the data analysis and identification of the student learning needs
- Create and continually refine the schoolwide action plan using findings of the Focus Groups
- Coordinate the follow-up process to monitor the implementation and the accomplishment of the schoolwide action plan that has integrated all schoolwide initiatives.

Members of the Leadership Team:

- Self-study coordinator
- School principal
- Chairs of Schoolwide Focus Groups (faculty representing all disciplines)
- School administrators
- Chair of non-certificated staff groups (and others)
- Chair of student committee (and others)
- Chair of parent committee (and others)
- Representative(s) of School Community Council and other advisory committees
- District representative(s)
- Other key stakeholders, e.g., business/industry partners, representative community organizations.

### **Student/Community Profile Committee**

Responsibility:

- Development/refinement of student/community profile.

Members of the committee:

- Administrator(s)
- Certificated staff
- District representative(s)

- Students
- Parents.

## Schoolwide Focus Groups

Responsibilities:

- Synthesis of all data about student learning and the criteria categories
- Determination of growth needs
- A Schoolwide Focus Group is composed of a representative cross-section of staff members from the various disciplines or grade levels and other stakeholders; the suggested size of a group is 12 to 15, usually a Focus Group oversees one category of criteria
- In large schools, there may be more than one Focus Group that examines a category of criteria or the criteria can be separated within a criteria category (e.g., Assessment and Accountability could have two Focus Groups).

Members of the Focus Groups:

- Administrator
- Faculty member(s) from each subject area, grade level, or programs
- Non-certificated staff
- Students
- Parents/Community members.

➔ **Note for Small Schools:** Smaller schools may find that using a “Committee of the Whole” will be more effective in assessing the program for students.

## Types of Home Groups

Home groups can be organized by subject, grade level, programs, support roles, professional learning committees, data teams, etc. Some schools may find it helpful to use these groups rather than create a new group. In addition, a K-12 school may have vertical subject area groups and elementary schools may have K-2 and 3–5 Home Groups. However they are constructed, Home Groups provide key evidence to bring forward to the Focus Groups.

Responsibilities:

- Study and understand the student community profile
- Participate in the development of descriptors for the schoolwide learner outcomes
- Understand the concepts of the GDOE/ACS WASC criteria
- Gather and analyze what is being taught and learned with respect to student learning needs, selected schoolwide learner outcomes, academic standards, other curricular references, and GDOE/ACS WASC criteria
- Provide results of this analysis to Focus Groups
- Provide feedback to Leadership Team on the schoolwide action plan based on Focus Group findings and growth areas.

Members of the Home Groups:

- All certificated personnel in a given subject area or grade level
- Non-certificated staff.

➔ **Note for Small Schools:** Schools with a smaller number of students may have only one teacher per subject area, or only a few individuals providing all support services. In these cases Home Group discussions may occur in formats different from those described above, as long as the impact on students of each subject area and each support function is discussed. The school may have a “Committee of the Whole.”

## Home Groups: Student Group

Responsibility:

- Analyze the school’s programs from a student perspective with respect to student learning needs, selected schoolwide learner outcomes, and GDOE/ACS WASC criteria.

Members of the student group:

- Two or more student government officers
- One faculty representative (Student Council Advisor)
- Students sufficient to reflect the diversity of the school community.

## Home Groups: Parent Group

Responsibility:

- Analyze the school’s programs from a parent/community perspective with respect to student learning needs, selected schoolwide learner outcomes, and GDOE/ACS WASC criteria.

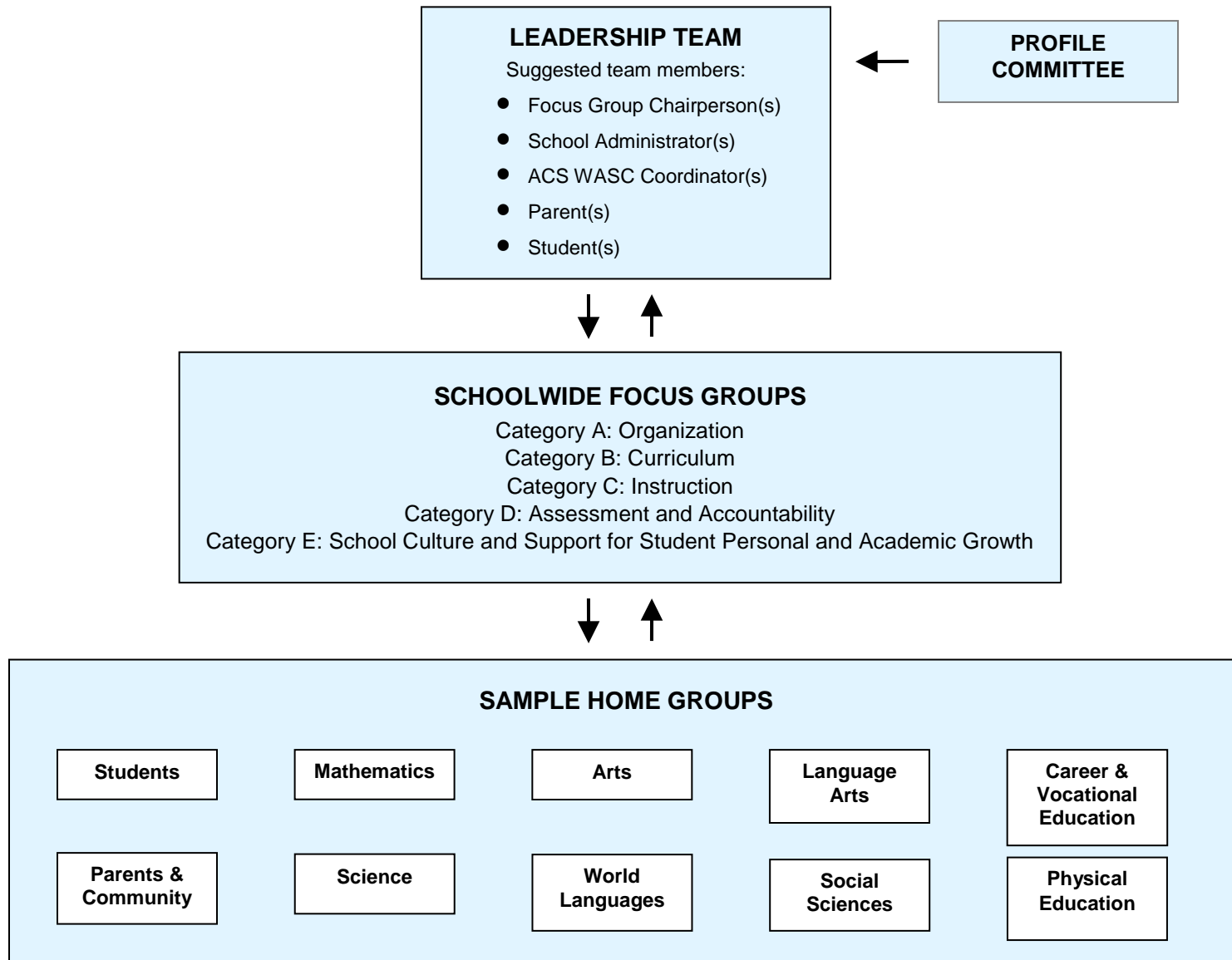
Members of the parent group:

- Parents from active, school-related groups
- Parents reflecting the diversity of the school
- One or more non-parent representative of the community
- One faculty member.

➔ **Note:** It may be helpful to work with existing parent groups (e.g., PTA, PTO) to discuss the school’s programs and operations and their impact on student learning.



## Self-Study Committee Structure





# **The Self-Study**



## Explanation of Self-Study Tasks

The five tasks presented in this section assist the school in accomplishing the *six expectations of the self-study*. They represent a model self-study process that schools may modify as long as they adhere to these outcomes. The matrix of self-study outcomes and tasks, the self-study process diagram, the suggested timeline, and the self-study format will also be helpful in understanding this relationship of the tasks to the outcomes.



	Expectations of Self-Study					
	1 Inclusiveness: The involvement and collaboration of all school community stakeholders to support student achievement	2 Purposefulness: The clarification of the school's vision/mission and the schoolwide learner outcomes	3 Student-focused: The analysis of data about students and student achievement	4 Evaluation: The evaluation of the entire school program and its impact on student learning based on schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria	5 Accountability: Implementation and monitoring of the schoolwide action plan that supports high-quality learning.	6 Leadership: The facilitation by school leadership of the GDOE/ ACS WASC accreditation/ school improvement process
<b>MODEL PROCESS</b>						
<b>Task 1</b> Develop or refine the student/community profile based on the analyzed and disaggregated data. Clarify the schoolwide learner outcomes.	✓	✓	✓			✓
<b>Task 2</b> Summarize progress since previous full self-study.	✓				✓	✓
<b>Task 3</b> Summarize implications of the profile and progress data.	✓				✓	✓
<b>Task 4</b> Evaluate the quality of the school program in relation to the GDOE/ACS WASC criteria with emphasis on the identified student learning needs; synthesize the information, determine strengths and growth needs.	✓	✓	✓	✓	✓	✓
<b>Task 5</b> Revise the schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment.	✓	✓			✓	✓



## Task 1: Develop or refine the student/community profile based on the analyzed and disaggregated data and clarify the schoolwide learner outcomes

### Product

- Self-Study Report, Chapter I: Student/Community Profile  
Chapter I provides demographic, student performance, and perception data and findings. The GDOE's district data system is a very important resource in the development of Chapter I.

Appendices:

- A. Additional student achievement data
- B. Master Schedule
- C. Graduation Requirements
- D. Results of student surveys/interviews
- E. Results of parent/community surveys/interviews
- F. Current schoolwide action plan
- G. Any other pertinent additional data (or have on exhibit during the visit)
- H. Glossary of terms unique to the school.

### Participants

- Leadership Team and/or Student Profile Committee

### Procedures

1. Leadership Team and/or Student Profile Committee:
  - a. Review the school's current student/community profile
  - b. Gather the needed additional demographic and student performance data
  - c. Present data through the use of appropriate charts, tables, and graphs
  - d. Disaggregate, as appropriate, interpret and analyze the data
  - e. Provide **findings** including longitudinal and disaggregated data, noting trends and patterns. Include any student and/or parent survey data
  - f. Include data about student accomplishment of at least two schoolwide learner outcomes.
2. Leadership Team/Profile Committee:
  - a. Review the core values and beliefs, the vision, the mission, and schoolwide learner outcomes. Use the profile data and discuss with all stakeholders the student learning needs, future challenges, and needed competencies.
    - What are the current and future learning needs of the students?
    - What does it mean to be a global citizen?

- What do students need to be college and career ready?
- b. Determine if there needs to be any further modification of the schoolwide learner outcomes in relation to inclusion of the student learning needs. Make appropriate modifications and include those in Chapter I, the Student/Community Profile.

3. Leadership Team and Student Profile Committee

Prepare a draft summary of what data sources indicate about student achievement and the school community. This will be updated after preparation of the progress report (Task 2) and the dialogue with all certificated staff and other stakeholders (Task 3).

4. Leadership Team and Student Profile Committee

Begin discussions about the data findings using the questions below. In Task 3, all stakeholders will discuss the data prior to the preparation of the final overall summary.

- What are the implications of the data with respect to student performance?
- Select two to three student learning needs based on the data.
- List important questions that have been raised by the analysis of student performance, demographic and perception data.

➔ **Note:** The identified student learning needs and important questions will be used in the Home and Focus Group work.



**Self-Check Questions**

- Has the Leadership Team gathered and analyzed all required and pertinent data to identify the characteristics and trends of achievement of ALL the students?
- Has the Leadership Team produced a user-friendly profile for all stakeholders?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile, including the vision, mission, and schoolwide learner outcomes?

## GDOE/ACS WASC STUDENT/COMMUNITY PROFILE GUIDE

The Profile Guide contains the types of information and data that should be included, if applicable, in Chapter I. Other information and data that are important to a comprehensive description of the school, but not listed here, should also be included. *When possible, include data and information over the last three school years in order to identify trends and anomalies.*

## GDOE/ACS WASC STUDENT/COMMUNITY PROFILE GUIDE

➔ **Note:** In the Appendix, include the master schedule, copies of any surveys used and summaries of results, additional information about specialized programs, and the school budget pages. Other information may also be included such as the glossary of terms unique to the school.

### General Background and History

1. Community
  - a. Brief description of the community served by the school
  - b. Family and community trends
  - c. Parent/community organizations
  - d. Community foundation programs
  - e. School/business relationships.
2. WASC accreditation history for school
3. School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes.

➔ **Note:** New schools also should describe the process used to develop the schoolwide learner outcomes; other schools should comment on any revisions or refinements.

### School Program Data

- Provide a succinct summary of all types of online instruction and specialized programs such as Advanced Placement, and school/college partnerships.
- For each program listed, provide data that demonstrates the impact on student learning. Incorporate disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate. **Note:** Some of this data may be referenced as part of schoolwide achievement data. Additional details can be placed in the appendix.

**Online Instruction:** Address all the areas listed below (See Key Terminology for definitions)

- Types of online instruction
- Learning management system
- Hardware and software requirements
- Teacher and support staff qualifications
- Personnel involved in the instructional process
- Curriculum offered both onsite or outsourced

- Types of instruction offered, synchronous or asynchronous
- Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success
- Types of assessments and assessment processes
- School culture for the online environment, including types of school and community activities, opportunities for student involvement, and participation data
- Orientation process for incoming students and parents to understand expectations for the online learning environment
- Student/Teacher interaction on a typical day
- Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.

**Specialized Programs:**

Address all the areas listed below for each program. Some information may be generic and part of the overall school program and will be addressed accordingly.

- Types of instruction and programs
- Learning management system
- Specific technical requirements
- Teacher and support staff qualifications
- Personnel involved in the instructional process
- Curriculum offered both onsite or outsourced
- Types of instruction offered
- Types of assessments and assessment process
- School culture that supports postsecondary and other goals
- Orientation process for incoming students to understand expectations
- Student/Teacher interaction on a typical day within the program
- Student support services, including response to intervention (RTI), academic counseling
- Support for equal access, personal counseling, college/career preparation support, and health services.

**Demographic Data**

1. Enrollment
  - a. Grade level
  - b. Gender
  - c. Ethnicity or Nationality
  - d. Predominate primary languages other than English (e.g., Spanish, Hmong)
  - e. Special needs and other programs (e.g., online instruction, college/careers, IB, AP, Honors).

2. Numbers of English language learners
3. Attendance
  - a. Mobility or transient rate
  - b. Average daily rate of attendance
4. Parent education level
5. Description of the safety conditions, cleanliness, and adequacy of school facilities
6. Staff
  - a. Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes
  - b. Percent of teachers instructing outside credentialed areas and include an explanation
  - c. Number with advanced degrees
  - d. Total number of years in education
  - e. Gender
  - f. Ethnicity or Nationality
  - g. Attendance rates of teachers
  - h. Number and assignment of teaching assistants or paraprofessionals).
7. Professional development programs/activities and numbers participating (e.g., training in content areas or in instructional approaches, departmental activities, university programs)
8. Content of staff development and numbers participating (e.g., programs, activities, and numbers)
9. Student participation in co-curricular activities and extra-curricular activities
10. School financial support
  - a. Expenditures per pupil
  - b. Monies from other funding sources, e.g., grants, foundations.

## Student Performance Data

**Comment on findings, including trends, irregular patterns or anomalies for the data areas.**

➔ **Note:** Data should be disaggregated to reflect the achievement of all significant subgroups including English learners and Special Education. Three years of data, if possible, should be included. Include national and international scores for other comparative points. Examples of student achievement data include the following:

1. External assessments, e.g., ACT Aspire
2. Local assessments, e.g., CFAs, AIMSweb, end of course examinations.
3. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers of students taking the exams.
4. Advanced placement test results, including the number of students enrolled in AP courses and the percentages taking the exams and the percentage of students passing exams.

5. Post-enrollment data

**Schoolwide Learner Outcomes**

- Select one or two of the schoolwide learner outcomes
- Using data generated in this profile (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving the identified schoolwide learner outcomes.

**Perception Data**

- Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community).

## Task 2: Summarize progress since the previous full self-study

### Product

- Self-Study Report, Chapter II: Progress Report  
Chapter II summarizes the progress on the critical areas for follow-up from the last full GDOE/ACS WASC self-study.  
➔ **Note:** Have available prior progress reports and earlier (annual) versions of the schoolwide action plan for review by the visiting committee.

### Participants

- Leadership Team
- All Stakeholders.

### Procedures

1. **Significant Developments:** Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
2. **Schoolwide Critical Areas for Follow-up:** List the schoolwide critical areas for follow-up from the prior full visit's visiting committee report and any recommendations from subsequent visits/reports.  
➔ **Note:** Schools that have had initial visits should respond to the recommendations left at that time and then integrated into the schoolwide action plan, as appropriate.
3. **Ongoing Follow-up Process:** Comment on the process for implementing and monitoring the schoolwide action plan since the prior self-study.  
Comment on how the student/community profile and the implementation of the schoolwide action plan, including the ACS WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement process focusing on student learning.
4. **Schoolwide Action Plan - Progress, Evidence, Impact on Student Learning:**  
Comment on how critical areas for follow-up or additional recommendations are embedded in the schoolwide action plan and contribute to student success. Cite evidence; reference student performance data as appropriate.
5. **Critical Areas for Follow-up not currently in the Schoolwide Action Plan:**  
Comment on the critical areas for follow-up that have already been addressed and are currently not in the schoolwide action plan. Comment on the impact of these critical areas for follow-up on student learning. Cite evidence.



### *Self-Check Questions*

- Did the school show how the schoolwide critical areas for follow-up and recommendations identified by visiting committees since the last full self-study were integrated into the schoolwide action plan?

- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the progress report show how the schoolwide action plan impacted achievement of the student learning needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the schoolwide action plan?

## Task 3: Summarize the implications of the profile and progress data

### Product

➔ **Note:** Based on work completed in Tasks 1 and 2.

- Self-Study Report, Chapter III: Student/Community Profile—Data and Findings
  1. What are the implications of the profile data with respect to student performance?
  2. Select two to three student learning needs based on the data.
  3. List important questions that have been raised by the analysis of student performance, demographic and perception data.

### Participants

- Leadership Team and/or Student Profile Committee
- All Stakeholders (suggestion: use Home Groups, Schoolwide Focus Groups, or total staff).

### Procedures

1. Leadership Team/Profile Committee and all Stakeholders:
  - a. Disseminate the draft profile and progress report (Chapters I & II) to all certificated staff and other stakeholders; hold group discussions based on the schoolwide learner outcomes and current knowledge about student learning needs. Use the following questions:
    - Who are the students?
    - How are they performing?
    - Who is achieving? Who is not achieving?
    - What has been accomplished? What is currently in progress?
  - b. Have the staff and other stakeholders generate from the discussion their overall implications, student learning needs, and important questions. This will be an important verification of the draft work done in Task 1 by the Leadership Team and Profile Committee on these areas.
  - c. Determine if there is agreement on the identified student learning needs and important questions. Are there additions? (**Note:** These student learning needs and questions will be addressed through the Home and Schoolwide Focus Group dialogue.)
  - d. Use the implications, student learning needs, and questions identified by the staff and additional Leadership/Profile Committee notes to finalize the summary.
  - e. Review the core values and beliefs, the vision, the mission and the descriptors for the schoolwide learner outcomes. Use the profile data and discuss with all stakeholders the student learning needs, future challenges, and needed competencies.
    - What are the current and future learning needs of the students?
    - What does it mean to be a global citizen?

- What do students need to be college and career ready?

➔ **Note:** The identified student learning needs and important questions will be used in the Home and Focus Group work.

2. Leadership Team: Finalize and distribute the profile, the progress report and summary (Chapters I–III) to all stakeholders for use throughout the self-study process and include in the self-study report.

➔ **Note:** The Focus and Home Groups will use the profile, the progress report, and especially the summary data related to the student learning needs and important questions. The profile and summary will be updated as additional data becomes available throughout the self-study process.



### *Self-Check Questions*

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Has the school obtained input from all stakeholders in the identification of the student learning needs?
- Has there been discussion about the relationship between student learning needs and the schoolwide learner outcomes?
- Have the stakeholders defined the measurable indicators of the schoolwide learner outcomes?
- Do the stakeholders use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
- Have the three to four important questions been determined that will be discussed within the Home/Focus groups?

## **Task 4: Evaluate the quality of the school program in relation to the GDOE/ACS WASC criteria with emphasis on the identified student learning needs; synthesize the information; determine strengths and growth needs**

### **Product**

- Self-Study Report, Chapter IV: Self-Study Findings  
For each category of criteria, prepare a brief analytical summary that includes:
  1. Findings and supporting evidence for each of the criteria guide questions
  2. A list of strengths
  3. A list of prioritized growth areas.
- ➔ **Note:** The five criteria categories are:
  - A. Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources
  - B. Standards-based Student Learning: Curriculum
  - C. Standards-based Student Learning: Instruction
  - D. Standards-based Student Learning: Assessment and Accountability
  - E. School Culture and Support for Student Personal and Academic Growth Culture.
 Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

### **Participants**

- Leadership Team
  - Focus Groups
  - Home Groups.
- ➔ **Note:** Over a period of months there will be meetings of Home and Focus Groups, the results of which are shared. If these are carefully planned, there does not need to be an excessive number of either Home or Focus Group meetings. Home Groups are typically organized around curricular areas, grade levels, or other roles/responsibilities, such as Professional Learning Communities (PLCs). Notes or summaries from Home Groups that included the analysis of student work based on the student learning needs will be used by Focus Groups. Focus Groups are organized around the GDOE/ACS WASC criteria categories and concentrate on the analysis of the school program, emphasizing the student learning needs, schoolwide learner outcomes, and the important questions about students and learning.

### **Procedures**

#### **1. Focus Groups:**

Review and discuss all five categories of criteria in order to understand that these concepts are guidelines for systematic school improvement. These criteria will be

used to evaluate the school program in relation to the school's vision, mission, schoolwide learner outcomes, and student learning needs.

➔ **Note:** Each Focus Group should use the prompts and indicators related to the group's designated category and provide analysis and supporting evidence.

## **2. Focus Groups:**

- a. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category to ensure understanding
- b. Review the profile and progress report data and summary about the implications, student learning needs, and important questions
- c. Based on the criteria/indicators/prompts, decide what data/information/evidence is needed to determine what currently exists and its effectiveness
- d. Particularly, decide what data/information/evidence is needed from all the Home Groups.

➔ **Note:** Home Groups must conduct a schoolwide analysis of student work and student engagement in learning based on the identified student learning needs and schoolwide learner outcomes. Written conclusions from this study must be summarized and shared with all Focus Groups, especially, Curriculum, Instruction, and Assessment and Accountability (Categories B, C, and D).

**What have the Home Groups learned from examining student work related to the student learning needs?**

## **3. Home Groups:**

Gather and analyze the data and information that is needed by the Focus Groups, including the examination of student work, the observations of student engagement, walkthroughs, and student interviews or surveys.

## **4. Home Groups:**

Share findings with appropriate Schoolwide Focus Groups. (**Note:** This can be done through notes and evidence for the Focus Group representative from each Home Group and also through shared documents.)

## **5. Schoolwide Focus Groups:**

Discuss and analyze the Home Group information gathered and analyzed about the selected student learning needs, schoolwide learner outcomes, and academic standards. Then examine the school program in relation to the GDOE/ACS WASC criteria/indicators/prompts assigned to the Focus Group.

**What do we know about the impact of the school program and operations on student learning?**

## **6. Schoolwide Focus Groups:**

Decide what additional pertinent data is needed from the Home Groups and other sources to compare the school program to the designated GDOE/ACS WASC criteria/indicators/prompts, especially in relation to the identified student learning needs, schoolwide learner outcomes, and academic standards.

**7. Home Groups:**

All members gather and analyze the additional requested information.

**8. Schoolwide Focus Groups:**

- a. Review all evidence about the designated GDOE/ACS WASC criteria/indicators
- b. Synthesize the information and data analyzed
- c. Use the prompts to summarize the analytical findings and related evidence for the criteria and indicators, including what has been learned about the student learning needs and important related questions.
- d. For the assigned criteria category, identify major areas of strength and prioritized growth areas. Ensure there is a direct correlation with the written findings and supporting evidence.

**Self-Check Questions**

- Was the analysis of the school program done in relation to the accomplishment of the student learning needs, the schoolwide learner outcomes, academic standards, and the criteria concepts?
- Was the accuracy of the findings discussed and supported by evidence?
- Did discussion occur about how the findings relate to supporting the learning needs of all students?
- Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
- Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?



## **Task 5: Revise the schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment**

### **Product**

- Self-Study Report, Chapter V: Schoolwide Action Plan
  - A. Utilize the schoolwide strengths and growth areas/challenges (i.e., Categories A–E) to revise the schoolwide action plan.
    - a. Insert the table that lists all strengths from Categories A–E.
    - b. Insert the table that prioritizes all areas of growth/challenges from Categories A–E.
    - c. Comment briefly on implications for revising the schoolwide action plan.
  - B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.  
This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the schoolwide learner outcomes (optional).
  - C. Describe the school’s overall follow-up process for ongoing improvement process.

➔ **Note:** No later than six weeks prior to the visit, the self-study coordinator (SC) submits the self-study report after final Leadership Team review to the visiting committee chair and members.

➔ **Note:** No later than six weeks prior to the visit, the SC also submits the self-study report to ACS WASC in a single pdf or Word document (reference and support materials are not required) using the Document Upload link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).

### **Participants**

- Leadership Team
- All Stakeholders via Home and Focus Groups.

### **Procedures**

1. Review the Focus Group summaries.
2. Generate a table or matrix of all the strengths from each of the five categories and a second table for the prioritized growth areas from the five categories.
3. Use this list of strengths and prioritized growth areas from all five categories and cluster them into major themes or strands, including the relationship of these to the student learning needs. Note the implications for revising the schoolwide action plan.
4. Review the current schoolwide action plan and decide upon appropriate modifications based on the resulting themes emerging from the self-study.

5. Synthesize or incorporate the identified growth areas into Goals 1, 2, and 3 of the schoolwide action plan.
6. Ensure that the goals or areas for improvement are student-focused.
7. Ensure that growth targets have been established for each priority student learning need and General Learner Outcome(s). These growth targets should address subgroups of students as appropriate.
8. Gather feedback, gain consensus, and ensure commitment of all groups.
9. Make any additional modifications. Revise schoolwide action plan. Obtain all required approvals.
10. Establish a process to monitor student learning based on the student learning needs, the schoolwide learner outcomes, academic standards, and the progress on each goal in the schoolwide action plan.
11. Discuss annual progress with teachers, staff, and other stakeholders, including district administration, School Community Council, etc.



### *Self-Check Questions*

- Were the schoolwide strengths and growth areas/challenges (i.e., Categories A–E) used to revise the schoolwide action plan?
- Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the outcomes in the schoolwide action plan address the learning needs of students as identified in the student/community profile?
- Is there an effective process in place to integrate the visiting committee suggestions after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?

**GDOE/ACS WASC Tools:  
Criteria, Indicators, Prompts,  
and Areas to Examine and  
Analyze**



## Category A: Organization

### A1. Vision, Mission, and Schoolwide Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the Guam Department of Education State Strategic Plan the school's purpose is defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan.

#### Possible areas to examine and analyze:

- A copy of the written vision, mission, and schoolwide action plan
- Student/community profile and programmatic data
- National, state, and international educational issues, trends, and data
- List of stakeholder groups involved in the establishment of the school's vision, mission, and schoolwide action plan
- The process for reaching consensus among the stakeholder groups
- Interviews with staff, students, parents, community/business, School Community Council, and other stakeholders to determine their level of understanding and commitment to the vision, mission, and schoolwide action plan
- Memos, minutes, and other documentation
- Other evidence identified by the school.

#### Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan

**A1.1. Indicator:** The school has established a clear, coherent vision and mission of what students should know and be able to do; the school's action plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's vision, mission, and schoolwide action plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.*

#### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

**A1.2. Indicator:** The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and mission are effective.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that ensure involvement of the entire school community.*

#### Understanding of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan

**A1.3. Indicator:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision and mission, schoolwide learner outcomes, and action plan.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and the schoolwide action plan.*

### **Regular Review and Revision**

**A1.4. Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan based on student needs in an evolving global society.

**A1.4. Prompt:** *Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, schoolwide learner outcomes, and the schoolwide action plan.*

### **Schoolwide Learner Outcomes and Vision and Mission**

**A1.5. Indicator:** Schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.

**A1.5. Prompt:** Evaluate the ways in which schoolwide learner outcomes and academic standards are reflected in the school's vision and mission.

## A2. Governance Criterion

The school's program and operations are in alignment with a) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures. The Guam Education Board (GEB) delegates implementation and monitoring of these policies to the Guam Department of Education and approves the GDOE State Strategic Plan.

### Areas to analyze in determining the degree to which the Criterion is being met:

- The nature and extent of the school community's understanding of the roles of the GDOE state
- The relationship between the duties of the governing authority and the responsibilities of the faculty and staff
- The understanding of Guam Education Board policies in relation to the school's programs and operations.
- Minutes, notes, memos, correspondence, conversations, surveys, and other evidence

### Understanding the Role of the Governing Authority

**A2.1. Indicator:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.1. Prompt:** *To what degree does the school community understand the governing authority's role, including how stakeholders can participate in the school's governance?*

### Relationship Between Governing Authority and School

**A2.2. Indicator:** The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** *Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.*

### Faculty, Staff, and Governing Authority

**A2.3. Indicator:** There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

**A2.3. Prompt:** *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*



### A3. Leadership and Staff Criterion – Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment with the Guam State Strategic Plan based on the analysis of data to ensure alignment with student needs.

#### Possible areas to examine and analyze:

- Rosters, minutes of meetings, interview/survey data, or other indicators showing that the school planning process is broad-based, collaborative, and has commitment of the stakeholders
- The alignment between the schoolwide action plan and analysis of student achievement data, the schoolwide learner outcomes, and academic standards
- The alignment between allocation of time/fiscal/personnel resources, pacing guides, improvement plans, and learning results
- The specific benchmarks and accountability tools used in the monitoring process
- Other evidence identified by the school.

#### Broad-Based and Collaborative Planning Process

**A3.1. Indicator:** The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

**A3.1. Prompt:** *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

#### Correlation between Student Learning and the Schoolwide Action Plan

**A3.2. Indicator:** The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's schoolwide action plan.

**A3.2. Prompt:** *How does the school ensure that the analysis of multiple sources of data, schoolwide learner outcomes, and academic standards are incorporated into the schoolwide action plan and impact the development, implementation, and monitoring of the plan?*

#### Alignment of All Resources and the Schoolwide Action Plan

**A3.3. Indicator:** There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

**A3.3. Prompt:** *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the schoolwide action plan.*

#### Progress Monitoring of the Schoolwide Action Plan

**A3.4. Indicator:** The school's Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.

**A3.4. Prompt:** *Comment on the roles and responsibilities of the school's Leadership Team. Evaluate the degree to which this team monitors the progress of the implementation of the schoolwide action plan.*

#### **A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement**

A qualified staff facilitates the achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and ongoing professional development.

##### **Possible areas to examine and analyze:**

- The degree to which the actions of the leadership are directly linked to student achievement and address the student learning needs
- Written policies, charts, and handbooks that define responsibilities and relationships for the administration and faculty
- Administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- Strategies for team building used at the school
- The structures for internal communications and resolving differences
- The leadership's processes and procedures for involving staff in shared responsibilities and actions to support student learning
- The integration of schoolwide learner outcomes and academic standards into the schoolwide action plan
- The level of actual staff involvement in actions focusing on successful learning; obtained through interviews with staff and administration
- Representative examples of collaboration across the school
- Employment policies/practices related to qualification/statutory requirements
- Information on staff background, training and preparation
- Staff assignments to maximize use of their expertise
- Other evidence identified by the school.

##### **Qualifications of Staff**

**A4.1. Indicator:** The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

##### **Maximum Use of Expertise**

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

### **Defining and Understanding Policies and Procedures**

**A4.3. Indicator:** The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

**A4.3. Prompt:** *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and staff. Determine the degree of clarity and understanding of these by administration and staff.*

### **Internal Communication and Planning**

**A4.4. Indicator:** The school has effective structures for internal communication, planning, and resolving differences.

**A4.4. Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

### **Staff Actions/Accountability to Support Learning**

**A4.5. Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**A4.5. Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

## A5. Leadership and Staff Criterion – Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

### Possible areas to examine and analyze:

- Review of the professional development activities identified in the schoolwide action plan
- Evidence of a comprehensive plan for professional development that includes both short-term and long-range goals
- The extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards, schoolwide learner outcomes, student learning needs, and the priorities identified in the schoolwide action plan
- The evaluation procedures and their effectiveness in promoting professional growth
- Occurrence and extent of monitoring and coaching of staff based on student and teacher learning needs
- The types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations
- Review of written personal and schoolwide goals and priorities
- The extent to which staff members have taken advantage of professional development options available
- Evaluation of follow-up to professional development activities such as coaching, mentoring, and reflection
- Assessment of how professional development has impacted student learning and accomplishment of priorities identified in the schoolwide action plan
- Other evidence identified by the school.

### Support of Professional Development

**A5.1. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the schoolwide learner outcomes and academic standards.

**A5.1. Prompt:** *How effective is the support of professional development/learning? Provide evidence and examples.*

### Supervision and Evaluation

**A5.2. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A5.2. Prompt:** *How effective are the school's supervision and evaluation procedures?*

### Measurable Effect of Professional Development

**A5.3. Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**A5.3. Prompt:** *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence of how professional development/learning has had a positive impact on student learning.*

## A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner outcomes and academic standards.

### Possible areas to examine and analyze:

- Description of the resources which are considered crucial to the operation of the school and its focus on schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan
- Availability of materials, space, and equipment to support student learning
- The adequacy of the facilities to meet the purpose of the school, i.e., quality standards for health and safety, functional for all programs offered, and well-maintained
- The policies, procedures, and planning for maintaining the physical facilities
- The procedures for acquiring and maintaining adequate technology, technological support systems, software, instructional materials, such as textbooks, other printed materials, manipulatives, and laboratory materials
- How all resources are being coordinated to support all students accomplishing the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan
- Other evidence identified by the school.

### Allocation Decisions

**A6.1. Indicator:** Decisions about resource allocations are aligned with the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan.

**A6.1. Prompt:** *To what extent are resources allocated to meet the school's vision, mission, schoolwide learner outcomes, the academic standards, and the schoolwide action plan?*

### Allocation Involvement

**A6.2. Indicator:** The school leadership and staff are involved in the resource allocation decisions.

**A6.2. Prompt:** *Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

### Practices

**A6.3. Indicator:** Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

**A6.3. Prompt:** *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.*

### **Facilities Conducive to Learning**

**A6.4. Indicator:** The school's facilities are adequate to support high-quality learning.

**A6.4. Prompt:** *To what extent do the facilities support high-quality learning?*

### **Instructional Materials and Equipment**

**A6.5. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A6.5. Prompt:** *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials.*

### **Qualified Personnel**

**A6.6. Indicator:** Resources are available to hire, retain qualified personnel for all programs.

**A6.6. Prompt:** *Determine if resources are available to hire and retain qualified personnel for all programs.*

## **GDOE/ACS WASC Category A. Organization: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

Prioritize the strengths and areas of growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth**

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.



## Category B: Standards-based Student Learning: Curriculum

### B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan and Guam State Strategic Plan.

#### Possible areas to examine and analyze:

- How current educational research is used to assist schools in students' achievement of academic standards and schoolwide learner outcomes
- The degree of congruence between the actual concepts and skills taught and the academic standards and schoolwide learner outcomes
- Student work and student engagement in learning that demonstrates the implementation of a curriculum defined by current research
- Master schedule
- Pacing Guides
- Classroom Learning Targets
- The extent to which there is integration among disciplines
- Processes which exist for articulation among and between levels, departments, or clusters
- Efforts being made to articulate with feeder schools and local colleges and universities in developing a strong foundation
- Demographics and distribution of students throughout class offerings including gender, ethnicity, primary language and students with special needs (e.g., class enrollment lists)
- Procedures used for curriculum development, evaluation, and revision
- Curricular organization of the school, including promotion and graduation requirements, credits, grading policies, homework policy
- Follow-up studies of past students and graduates
- Evidence from interdisciplinary courses and project-based learning
- Other evidence identified by the school.

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**B1.1. Prompt:** *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum as needed.*

#### Academic Standards for Each Subject Area

**B1.2. Indicator:** The school consistently implements, within and across grade levels or departments, schoolwide learner outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.

**B1.2. Prompt:** *Evaluate to what extent clearly articulated schoolwide learning outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.*

### **Congruence**

**B1.3. Indicator:** The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence between written curriculum and the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.*

### **Student Work — Classroom Learning Targets**

**B1.4. Indicator:** The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**B1.4. Prompt:** *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.*

### **Accessibility of All Students to Curriculum**

**B1.5. Indicator:** A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school's instructional practices and activities facilitate access and success for all students.

**B1.5. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

### **Integration Among Disciplines**

**B1.6. Indicator:** There is curriculum integration among disciplines at the school.

**B1.6. Prompt:** *Evaluate to what extent there is curriculum integration among disciplines.*

### **Curricular Development, Evaluation, and Revisions**

**B1.7. Indicator:** The school assesses its curriculum review and evaluation processes for each program area to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.

**B1.7. Prompt:** *Comment on the effectiveness of the school's curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.*

### **Articulation and Follow-up Studies**

**B1.8. Indicator:** The school articulates regularly with other schools within the district and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.8. Prompt:** *Share examples of articulation with other schools within the district and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*



## B2. Curriculum Criterion – Planning and Monitoring Student Learning Plans

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

### Possible areas to examine and analyze:

- Ways in which the school provides awareness, exploration, and preparation of college and career readiness, including curricular/co-curricular, across all grade levels
- Process of development and monitoring of personal learning plans (high school)
- The alignment of the Master Schedule with student career pathways
- Student access to career and college counseling across all grade levels
- Other evidence identified by the school.

### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

**B2.1. Prompt:** *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.*

### Student-Parent-Staff Collaboration

**B2.2. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, college/career, and/or other educational options.

**B2.2. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, college/career and/or other educational options.*

### Monitoring/Changing Student Plans

**B2.3. Indicator:** The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

**B2.3. Prompt:** *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

### Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transition to the student’s next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student’s next educational level or post-high school options and to regularly evaluate the effectiveness of the strategies and programs.*



### B3. Curriculum Criterion – Meeting All Curricular Requirements

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

#### Possible areas to examine and analyze:

- Extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests
- Academic support program(s) to ensure students are meeting all requirements
- Process for regular review of student data that provides information on students meeting the graduation requirements
- Extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- Other evidence identified by the school.

#### Real World Applications — Curriculum

**B3.1. Indicator:** All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**B3.1. Prompt:** *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

#### Meeting Graduation Requirements (or end of grade span requirements)

**B3.2. Indicator:** The school implements academic support programs to ensure students are meeting all requirements.

**B3.2. Prompt:** *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.*



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## **GDOE/ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

Prioritize the strengths and areas of growth for Category B.

**Category B: Curriculum: Areas of Strength**

**Category B: Curriculum: Areas of Growth**

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.



## Category C: Standards-based Student Learning: Instruction

### C1. Instruction Criterion – Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes.

#### Possible areas to examine and analyze:

- Classroom observations to determine the extent to which differentiation of instruction is occurring and its impact on student learning
- Observations/interviews/surveys to determine the extent to which students know beforehand the learning targets and standards/expected performance levels for each area of study
- How instructional practices and other activities facilitate access and successful educational outcomes for students who are ELL, economically disadvantaged, underachieving, gifted and talented, at-risk, and in special education
- Student interviews that illustrate the extent to which students recognize the academic standards and the schoolwide learner outcomes and the expected level of performance
- Observations/interviews/surveys to determine the extent to which student feedback is used to adjust instruction
- Other evidence identified by the school.

#### Differentiation of Instruction

**C1.1. Indicator:** The school's instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes.

**C1.1. Prompt:** *How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and schoolwide learner outcomes?*

#### Student Understanding of Performance Levels

**C1.2. Indicator:** Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Comment on the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.*

#### Students' Feedback

**C1.3. Indicator:** The school takes into account students' feedback in order to adjust instruction and learning experiences.

**C1.3. Prompt:** *Provide examples of the school using student feedback to adjust instruction.*



## C2. Instruction Criterion – Rigorous and Relevant Instruction

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

### Possible areas to examine and analyze:

- The degree to which various learning styles of students are addressed through a variety of instructional approaches
- The extent to which teachers are facilitators of student learning
- Student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral, and multimedia formats
- Student work that demonstrates the extent to which learning is structured so that students access, organize, and apply knowledge they already have through a variety of activities
- The extent to which new information or learning tasks are connected to personal experiences and knowledge
- The extent to which students are engaged in intellectually challenging content
- Student work that provides evidence that students are utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know
- Student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, projects, discussions, and inquiries related to investigation
- Student work that shows the extent to which technology is used to assist students in achieving the academic standards and the schoolwide learner outcomes
- Student work that illustrates the extent to which current teaching practices provide all students with opportunities to gather and build knowledge and to conduct research
- Student work that reflects the materials and resources beyond the textbook available to students
- Use and availability of library/multimedia resources and services and access databases, original source documents and computer information networks
- Experiences, activities, and resources which link students to the real world
- The extent to which opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students
- Other evidence identified by the school.

### **Current Knowledge**

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.*

### **Student Engagement**

**C2.2. Indicator:** Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

**C2.2. Prompt:** *Evaluate the extent to which students are intellectually engaged. Provide examples.*

### **Teachers as Facilitators of Learning**

**C2.3. Indicator:** Teachers are facilitators in a student-centered classroom.

**C2.3. Prompt:** *Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.*

### **Variety of Strategies**

**C2.4. Indicator:** Teachers use a variety of strategies to support students' access and application of the knowledge acquired and to communicate understanding.

**C2.4. Prompt:** *Evaluate and comment on the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.*

**C2.5. Indicator:** Student work demonstrates the utilization of tools and resources (e.g., technology, on-line resources, etc.) to research, discover, and build knowledge about the world.

**C2.5. Prompt:** *Evaluate and comment on the extent to which student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world.*

**C2.6. Indicator:** Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

**C2.6. Prompt:** *Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.*

### **Real World Experiences**

**C2.7. Indicator:** Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

**C2.7. Prompt:** *Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.*

## **GDOE/ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

Prioritize the strengths and areas of growth for Category C.

**Category C: Instruction: Areas of Strength**

**Category C: Instruction: Areas of Growth**

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.



## Category D: Standards-based Student Learning: Assessment and Accountability

### Areas to examine and analyze (Criteria D1 and D2):

- The nature and types of current student assessment
- How growth is determined and how that information is used
- How grades and performance levels are determined
- Examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum
- How assessment results are used as the basis for evaluation of the curricular objectives and instructional approaches
- Student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- Extent to which assessment is used to improve instruction for students
- Notes from any meetings during which discussions of student progress occur
- Analysis of student work to determine achievement of the academic standards and schoolwide learner outcomes, including those students with special needs
- Other evidence identified by the school.

### D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness of the assessment processes.*

#### Basis for Determination of Performance Levels

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

#### Modifications Based on Assessment Results

**D1.3. Indicator:** The school leadership/Academic Review Team/Data Teams use assessment results to modify the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

**D1.3. Prompt:** *Comment on the overall effectiveness of how assessment results have prompted modifications in the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.*

**Monitoring of Student Growth**

**D1.4. Indicator:** The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.

**D1.4. Prompt:** *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

## **D2. Assessment and Accountability Criterion – Classroom Assessment Strategies**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

### **Appropriate Assessment Strategies**

**D2.1. Indicator:** Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.

**D2.1. Prompt:** *Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.*

### **Using Assessment Data**

**D2.2. Indicator:** Assessment data are used to make decisions and modify instructional practices.

**D2.2. Prompt:** *Evaluate the effectiveness of modified instructional practices based on assessment data.*

### **Demonstration of Student Achievement**

**D2.3. Indicator:** A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

**D2.3. Prompt:** *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

### **Teacher Feedback to Students**

**D2.4. Indicator:** Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.

**D2.4. Prompt:** *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*



## **GDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

Prioritize the strengths and areas of growth for Category D.

**Category D: Assessment and Accountability: Areas of Strength**

**Category D: Assessment and Accountability: Areas of Growth**

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.



## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

#### Possible areas to examine and analyze:

- Descriptions of the connections or links with parents and community
- How resources provided by parents and community are identified and utilized
- Strategies for involving non-English speaking parents
- Strategies and processes for supporting parents as active partners in the teaching/learning process
- How parents and community members are involved in the school's decision-making process
- Other evidence identified by the school.

#### Parent Engagement

**E1.1. Indicator:** The school implements strategies and processes for the regular engagement of parents and community stakeholders. Parents and community stakeholders are active partners in the teaching/learning process for all students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.*

#### Community Resources

**E1.2. Indicator:** The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

**E1.2. Prompt:** *Evaluate the effectiveness of the school's use of community resources to support students.*

#### Parent/Community and Student Achievement

**E1.3. Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.

**E1.3. Prompt:** *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards and schoolwide learner outcomes through the curricular/co-curricular program.*



## E2. School Culture Criterion

The school a) is a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

### Possible areas to examine and analyze:

- The existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning
- The degree to which a system of behavioral expectations and supports enhances the quality of learning for all students
- The level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents, where applicable, and between staff and leadership
- The analysis of all aspects of the school with respect to health, safety and internet regulations
- The degree to which caring and high expectations for all students is demonstrated on a daily basis
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Ways that citizenship and ethical values and behaviors are demonstrated by students
- The extent to which current educational research and thinking is shared, discussed, implemented, and reflected upon by all the school community as a whole
- Other evidence identified by the school

### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g., internet safety, drills, etc.).

**E2.1. Prompt:** *Comment on the effectiveness of a) the existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.*

### Discipline and Behavior Management System

**E2.2. Indicator:** The school has an effective discipline and behavior management system that supports learning, growth, and development.

**E2.2. Prompt:** *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.*

### **High Expectations for Students**

**E2.3. Indicator:** The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.3. Prompt:** *Evaluate the school's effort and success to ensure high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.*

### **Culture of Trust, Respect, and Professionalism**

**E2.4. Indicator:** The school has a culture of trust, respect, and professionalism among all members of the school community.

**E2.4. Prompt:** *To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?*

## E3 and E4. Support for Student Personal and Academic Growth Criteria

### Areas to examine and analyze (Criteria E3 and E4):

- The system of supports in the school, including supports provided by counselors and other personnel
- Strategies which promote a personalized approach to learning
- Alternative learning/instructional options which allow access to and progress in the rigorous standards-based curriculum
- The purpose and effectiveness of the school's ELL program and its relationship to the rigorous, standards-based curriculum
- A description of how all students with special needs are allowed access to a rigorous standards-based curriculum (e.g., Gifted and Talented, ELL, special education, at-risk)
- Demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- Evidence of availability of classes to support student needs, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)
- Strategies which ensure that all students are successful and connected to the school
  - Level of teacher involvement with students in the classroom
  - Existence of a curriculum which promotes inclusion
  - Level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship, teacher participation in extra-curricular and co-curricular activities, advisorships)
  - Homeroom, advisory periods, and student advocacy programs
  - Systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
  - Connections of co-curricular and extra-curricular activities to the school's academic standards and schoolwide learner outcomes
  - Processes for regular review of student and schoolwide profiles
  - Processes and procedures for interventions that support student learning (e.g., examine representative case studies)
- Interviews with students and staff to learn the effectiveness of these strategies
- The extent to which the services, activities, and opportunities for assisting students in reaching their goals are coordinated, integrated, and networked to provide comprehensive support
- Direct connections between academic standards and schoolwide learner outcomes and allocation of resources to student support services available to students, such as:
  - Counseling/advisory services
  - Articulation to support effective transitions (e.g., into high school, level to level, and post-high school)
  - Health/behavioral health services and other referral mechanisms
- Other evidence identified by the school.

### **E3. Student Support Criterion – Personalization**

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

#### **Adequate Personalized Support**

**E3.1. Indicator:** The school ensures that every student receives appropriate support services in such areas as academic/behavioral assistance, health, career, and personal counseling.

**E3.1. Prompt:** *Evaluate the availability and the adequacy of services to support students in such areas as academic/behavioral assistance, health, career, and personal counseling.*

#### **Direct Connections**

**E3.2. Indicator:** The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services.

**E3.2. Prompt:** *Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.*

#### **Strategies Used for Student Growth/Development**

**E3.3. Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for intervention (e.g., ELL, SPED, and other alternative learning programs).

**E3.3. Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

## **E4. Student Support Criterion – Accessibility**

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.

### **Equal Access to Curriculum and Support**

**E4.1. Indicator:** All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

**E4.1. Prompt:** *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)*

### **Curricular/Co-Curricular Activities**

**E4.2. Indicator:** School leadership and staff link curricular/co-curricular activities to the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.

**E4.2. Prompt:** *Comment on the relationship between curricular/co-curricular activities and the academic standards and schoolwide learner outcomes for students who require access to a system of personalized supports.*

### **Meeting Student Needs Through Curricular/Co-Curricular Activities**

**E4.3. Indicator:** The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.

**E4.3. Prompt:** *Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.*

### **Student Perceptions**

**E4.4. Indicator:** The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**E4.4. Prompt:** *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*



## **GDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

**Summary (including comments about the student learning needs):**

Prioritize the strengths and areas of growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth:  
Organization: Areas of Strength**

**Category E: School Culture and Support for Student Personal and Academic Growth:  
Areas of Growth**

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.



# **The Visit**



## School Principal and Self-Study Coordinator Visit Preparation Checklist

- Finalize schedule and visit arrangements
- Self-study report distributions
- Visiting committee report distributions

### 1. Principal, self-study coordinator (SC) and visiting committee chairperson communicate prior to visit.

Prior to the visit, the visiting committee chairperson will be in communication with the principal and SC to answer questions and give assistance. The principal and the chairperson should establish a date for the chairperson to visit the school for a preliminary visit. During the previsit, the chair will become familiar with the school and the self-study progress, offer guidance in conducting the self-study, and begin to develop a detailed schedule for the visit. The chairperson will maintain regular communication with the school through additional visits, phone calls, faxes, and email. This includes critique of draft sections of the self-study report. (Refer to the “Visiting Committee Chairperson Checklist, Previsit Preparation.”)

### 2. Principal and SC make housing and other arrangements for the visiting committee.

The principal and SC arrange housing and adequate work space for the visiting committee. There should be an area for exhibit materials that support the self-study in the work space. Word processing, printing, copy services, technical, and clerical support should be made available to the visiting committee. The school should provide equipment such as a LCD projector in the work space.

➔ **Note:** Details regarding suggested housing arrangements and reimbursement will be provided separately to the schools.

### 3. After the Self-Study Report is completed, copies are distributed to the appropriate people/organizations. The principal, SC, and visiting committee chairperson finalize the schedule for the visit.



#### **Self-Check Questions**

#### **Have copies of the Self-Study Report been sent to the appropriate recipients?**

The SC submits the Self-Study Report after final Leadership Team review. The SC ensures all appropriate people/organizations have a copy no later than six weeks prior to the visit:

- The visiting committee members
- Staff members and other stakeholders
- The SC submits the self-study report to ACS WASC in a single pdf or Word document (reference and support materials are not required) using the **Document Upload** link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).

**4. During the month prior to the visit, the principal, SC, and the Leadership Team continue discussion of the implementation of the schoolwide action plan.**

Staff members and other stakeholders review the schoolwide action plan and the reports by the Focus Groups; they provide feedback to their committee chairpersons. Using this information, the Leadership Team continues to refine the schoolwide action plan. The Leadership Team will share these ideas with the visiting committee.

**5. Principal and SC complete preparation for the ACS WASC visit.**

Principal and SC verify all visiting committee visit arrangements: housing, meals, technical and clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. Principal and SC ensure the availability of exhibits in the workroom and throughout the school, including representative student work samples that have been analyzed.



***Self-Check Questions***

- **Have the visiting committee visit arrangements been made?**
- **Have any needed reimbursement issues been worked out?**

**6. During the visit, the stakeholders discuss specific issues of the self-study with the visiting committee.**

The visiting committee will have extensive dialogue with the Focus Groups and the Leadership Team. Important to these sessions and the subject area/stakeholder meetings will be the visiting committee's examination and understanding of the information and evidence that supported the schoolwide findings. Throughout the visit the visiting committee chairperson will regularly communicate with the principal and the self-study coordinator; the visiting committee will meet daily with the Leadership Team regarding the visiting team's findings.

**7. The SC sends copies of the final visiting committee report to ACS WASC and all stakeholder groups.**



***Self-Check Questions***

**Has the final visiting committee report been sent to the appropriate recipients?**

**8. After the visit, the SC facilitates the integration of the narrative suggestions and critical areas for follow-up left by the visiting committee in the report into a modified schoolwide action plan.**

**Self-Check Questions**

**Has the modified schoolwide action plan been sent to the appropriate recipients?**

By June 1 (January 31 for fall visits), the school should send:

- An electronic copy of the **modified schoolwide action plan** to the ACS WASC Office in a single pdf or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).
  - Copies to all stakeholders groups.
- 
- The **Principal and Self-Study Coordinator Post-Visit Checklist** can be found on page 149.
  - The **Principal and Self-Study Coordinator Checklists** can be found on the ACS WASC website.



## Visiting Committee Chairperson Checklist

### Previsit Preparation

- \_\_\_1. Attend ACS WASC chair training.
- \_\_\_2. Study the school description, the GDOE/ACS WASC *Focus on Learning* manual, the reference cards, and the accreditation status worksheet.
- \_\_\_3. Review the five expectations to be accomplished through the self-study:
  - The involvement and collaboration of all staff and other stakeholders to support student achievement.
  - The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.
  - The analysis of data about students and student achievement.
  - The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria.
  - The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.
- \_\_\_4. Review the GDOE/ACS WASC criteria, the criteria indicators, the prompts, the evidence to examine, appropriate academic standards, and educational references.
- \_\_\_5. Work with the school and maintain regular communication with the principal and self-study coordinator (SC) to answer questions or give assistance.
- \_\_\_6. Understand the school's culture, vision, mission, and schoolwide learner outcomes and review past reports, and schoolwide action plans. Obtain the current schoolwide action plan, prior pertinent reports, view website, GDOE data, etc. (Examples of reports include prior self-study and mid-cycle reports, revisit report, and corresponding visiting committee reports.)
- \_\_\_7. Discuss expense reimbursement procedures with the school and ask if there is any specific reimbursement expense form to be used. Schools are responsible for reimbursing visit expenses directly to members.
- \_\_\_8. Communicate with the school about the following issues:
 

➔ **Note:** Begin critiquing draft sections of the self-study, e.g., the profile and the summary, schoolwide learner outcomes, identified student learning needs, and progress report, one or more Focus Group summaries, and draft of the updated schoolwide action plan. Ensure that the student learning needs are addressed throughout the analysis of the school's program based on the criteria areas and found in the schoolwide action plan. Provide timely feedback.

- a. The calendar/timeline for the self-study process
  - Has the timeline been developed so that the self-study will be ready to send to the visiting committee no later than six weeks prior to the visit?
  - How has maximum time for Home and Focus Group meetings been allotted? Are the meetings well-spaced out throughout the self-study process?
- b. Committee organization and membership
  - ➔ **Note:** As long as the school adheres to the expectations, there is flexibility in the self-study process. If the school modifies the suggested self-study process, it should explain how the *outcomes* have been met.
  - How is the Leadership Team taking an active role in facilitating the entire self-study process?
  - How is there active involvement of all certificated staff members, including administration, and strong representation of other stakeholder groups?
  - Are all certificated staff serving on two groups — a Home Group and a Focus Group?
  - Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, has the school considered maintaining the Focus Groups after the visit to oversee the schoolwide action plan?
- c. Refinement and use of the student/community profile data
  - Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
  - How has the Leadership Team facilitated the discussion of the profile by all certificated staff members and other stakeholders?
  - How are the stakeholders using the profile to guide the inquiry into the school programs, especially the identified student learning needs and the related important questions noted in the profile summary?
- d. Understanding the vision, mission, and schoolwide learner outcomes
  - Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
  - To what extent is there commitment to accomplishing the schoolwide learner outcomes from all certificated staff, all students, and other stakeholder groups?
  - To what extent has the school developed measurable indicators of the schoolwide learner outcomes and defined their quality accomplishment?
  - Do the stakeholders understand how to use the profile data, including the vision, mission, the student learning needs, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
  - Is there understanding of the complementary relationship of schoolwide learner outcomes to academic standards?

- e. Progress since the previous full self-study
  - Did the school show how all schoolwide critical areas of follow-up identified by visiting committees since the last full self-study were integrated into the schoolwide action plan?
  - Did the school address each section of the schoolwide action plan?
  - Did the progress report include data and information that indicate whether school staff and students met established growth targets?
  - Does the report show how each section impacted student accomplishment of the student learning needs and one or more schoolwide learner outcomes?
  - Did the school show how other critical areas for follow-up were addressed that were not part of the schoolwide action plan?
- f. Analysis and synthesis of the quality of the school program in relation to the schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria
  - How are the Home and Schoolwide Focus Groups analyzing the school program in relation to the concepts of the criteria and the accomplishment of the schoolwide learner outcomes?
  - What strategies are being used by the groups to ensure accuracy of the findings discussed?
  - To what extent is discussion occurring about how the findings relate to supporting the learning needs of all students?
- g. Development of the schoolwide action plan and monitoring process
  - Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
  - Do the schoolwide action plan goals address the learning needs of all students as identified in the student/community profile?
  - Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
  - Are resources dedicated to each growth target?
  - Is there an effective process in place to integrate the visiting committee suggestions into the schoolwide action plan after the visit?
  - Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?
  - Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
  - Do the schoolwide action plan sections address the learning needs of all students as identified in the student/community profile?
  - Are resources dedicated to each growth target?
  - Is there an effective process in place to integrate the visiting committee suggestions into the schoolwide action plan after the visit?
  - Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?

- h. Exhibit of representative evidence for the visiting committee
    - How will exhibit materials that reflect the evidence analyzed in the self-study be organized for the visiting committee, i.e., in classrooms and the visiting committee workroom, electronically?
    - Will the evidence reflect:
      - A linkage to schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria
      - A linkage to identified student learning needs, “identified growth areas,” and schoolwide action plan goals
      - All students.
    - Will the visiting committee be provided a general list of available evidence?
    - What evidence will be available prior to the visit?
  - i. The visit schedule
    - How can the schedule maximize time for dialogue with the Focus Groups, the gathering and review of evidence (class and program observations, interviews, examination of student work), and meetings with subject area/support/other groups and individuals? (Focus Groups meet for 1 ½ to 2 hours and include two members of the visiting committee after observation of the school program.)
    - Does the schedule for the visit permit daily dialogue with the Leadership Team and principal/head of school regarding preliminary findings, thereby building trust and rapport for ongoing communication and collaboration?
    - What would be effective strategies to use during the Leadership Team, Focus Group, and other meetings?
  - j. Visiting committee work space at the school site
  - k. Meeting room at school for visiting committee meetings (school to provide LCD projector and other technological equipment, as needed)
  - l. Computer access and compatibility with the system that the chair will be using for draft report
  - m. Housing and visit arrangements.
- \_\_\_9. Receive roster of visiting committee members; begin communication, i.e., phone calls, emails, or faxes.
- a. Send the initial letter, including the school description, to the members electronically; ACS WASC will send the GDOE/ACS WASC *Focus on Learning* manual and reference cards directly to the visiting committee members; confirm the members’ desired email address, phone number, and mailing address for mailing of the completed self-study
  - b. Ask members for their preferred areas of expertise and coverage during the visit
  - c. Remind members that they are **expected** to participate in visiting committee training through site-based workshops or webinars.

- 
- \_\_\_10. Continue to maintain contact with the school to determine:
- If the school needs further direct assistance
  - Progress on the report
  - Progress on housing and other physical arrangements
- ➔ **Note:** Continue the critique of each section of the report, i.e., table of contents, student/community profile, schoolwide learner outcomes, progress report, the draft Focus Group summaries, and the schoolwide action plan.
- Appropriate technical and clerical support.
- \_\_\_11. Send the second letter to visiting committee members electronically:
- Provide writing assignments
  - Ask the members to review the criteria as the entire self-study report is analyzed
  - Ask for the comparison of the school's self-study findings to the concepts of the criteria, the student learning needs, and the mission, vision, and schoolwide learner outcomes
  - Prior to the visit, require* the completion of the previsit preparation worksheets (Suggestion: use the Google Drive template)
  - Use the comments and questions to complete the drafts of Chapters I, II, III, and V
  - Prior to the visit, require* written tentative narrative statements for assigned sections of the visiting committee report; ensure all work on the criteria sections include analytical comments about all related indicators; assign two people to write to each criteria category
- ➔ **Note:** The questions and tentative narrative statements should be sent to the visiting committee chair prior to the visit. The chair will create a tentative report that will be used at the initial team meeting. Many chairs will use shared documents using Google Drive.
- Assign members to write preliminary statements for specified accreditation factors prior to the determination of the accreditation status ratings to ensure correlation with the findings in the visiting committee report
  - Provide the schedule for the visit.
- \_\_\_12. Maintain regular contact with school to check the following:
- Progress of the self-study report
  - Date the school completes and sends the self-study report
  - Preparation of reference/evidence materials for visit
  - Receipt of list of reference/evidence
  - Availability and knowledge of clerical and technical support.
- \_\_\_13. Make final contact with visiting committee members:
- Confirm receipt of the self-study
  - Offer assistance with the understanding of assigned tasks and prewriting

- c. Remind members to send questions and tentative writing
  - d. Offer additional assistance to special visiting committee members
  - e. Confirm the initial meeting time
  - f. Remind members to take cash/credit card for expenses that will be reimbursed after visit and to keep receipts of any such expenditures.
- \_\_\_ 14. Prepare the first draft of the visiting committee report correlated to the self-study report chapters. Ahead of time begin writing the following: Chapter I, summary of key information from the student/community profile; Chapter II, response to the school's progress report; Chapter III, brief comments on the self-study outcomes and Chapter V, ongoing school improvement based on the schoolwide action plan; include all thoughts from the visiting committee members for these sections and their drafts for Chapter IV, the school program based on the GDOE/ACS WASC criteria and indicators; have the tentative report ready for the initial orientation visiting committee meeting (i.e., Monday afternoon). **Note:** Using Google Drive will facilitate all members being aware of the draft visiting committee report.
- \_\_\_ 15. Plan the orientation meeting for visiting committee members prior to initial meeting at school (e.g., Monday afternoon). The meeting should cover:
- a. The purpose of visit
  - b. Conducting the visit in an atmosphere of collaborative and open communication
  - c. Emphasis upon GDOE/ACS WASC criteria, the school's student learning needs and the schoolwide learner outcomes and academic standards as the basis for the self-study and visit
  - d. Discussion of school direction(s) and where school is with respect to the refinement of schoolwide learner outcomes and academic standards
  - e. Discussion of the self-study report: trends and perceptions based on the schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria (questions, concerns, and tentative written comments); type of verification needed
  - f. Discussion of ways to gather and review evidence with emphasis upon important areas to observe, ask about, or examine based on the self-study perceptions
  - g. Review of the initial meeting with the school staff and the overall schedule, including important strategies to use during the meetings
  - h. Modeling the collaborative Leadership Team meeting to ensure consensus of all visiting committee members.
  - i. Review of the accreditation status determination and the summary for the Commission
  - j. Reminder to the members to keep expenses to a minimum.

**The Visit: How Do We Know Students Are Learning?  
What is the Actual Program for Students?**

- \_\_\_1. Conduct the orientation meeting for the visiting committee members.  
➔ **Note:** See the suggested agenda above.
- \_\_\_2. Conduct an initial meeting with the school’s Leadership Team that includes a reflective discussion on the general perceptions gleaned from the self-study report (planned jointly with the principal and SC prior to visit).
- \_\_\_3. Facilitate the visit; keep in mind the following:
  - a. Maintain a positive atmosphere
  - b. Keep to the task
  - c. Maintain open communication and collaboration at all times
  - d. Ensure that all visiting committee members are active participants in the school committee meetings
  - e. Ensure that the gathering and review of evidence occurs throughout the school; this includes class/program observations, interviews, examination of student work and other data, subject area/support group meetings
  - f. Ensure that no area is overlooked
  - g. Assist the visiting committee members
  - h. Ensure consensus on the critical questions for all groups based on overall visiting committee findings
  - i. Avoid issues related to school policies or negotiations
  - j. Stress with the visiting committee to avoid prescription and “how we do it at our school” discussion
  - k. Lead all visiting committee discussions on the findings, relating them to the accomplishment of the schoolwide learner outcomes and the GDOE/ACS WASC criteria
  - l. Coordinate the preparation of the visiting committee report.
- \_\_\_4. At all visiting committee meetings during the three and one-half days, facilitate the dialogue about the school’s program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria.
- \_\_\_5. Regularly communicate with the school leaders, including the Leadership Team, about the visiting committee findings and their implications for refinement of the schoolwide action plan.
- \_\_\_6. At the final meeting with the Leadership Team, facilitate a thorough dialogue about the schoolwide action plan based upon the school and visiting committee findings in relation to the schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria.
  - a. Ensure the Leadership Team has an opportunity to ask questions and clarify areas of the report

- b. Ensure that the critical areas for follow-up include a “who,” “what,” and “why” in terms of impact on student learning. Distinguish the different types of critical areas for follow-up with an introductory stem: e.g., the visiting committee concurs with the areas already identified by the school
  - c. Point out that after the visit the Leadership Team needs to integrate the visiting committee’s key issues and critical areas for follow-up into the schoolwide action plan
  - d. Work with visiting committee members to discuss and investigate any issues or questions raised in the dialogue with the Leadership Team.
- \_\_\_7. Facilitate necessary visiting committee report modifications as the visiting committee report is finalized.
- \_\_\_8. Have visiting committee members individually complete the accreditation status worksheets based on the findings noted in the visiting committee report. Have them review each GDOE/ACS WASC criterion and supporting indicators within the five categories. Have them individually make decisions regarding the quality of the school’s educational program with respect to these and the other accreditation factors.
- \_\_\_9. Facilitate the visiting committee discussion of the accreditation status worksheet ratings and come to consensus regarding the ratings. Have the members complete the “Documentation and Justification Statement” that includes the ratings and aligned comments that reflect the visiting committee report.
- \_\_\_10. Facilitate the discussion of the accreditation status recommendation and complete the final page of the “Documentation and Justification Statement” with compelling evidence that supports the visiting committee’s recommendation. Complete this final page or rationale for the recommended status.
- \_\_\_11. Coordinate the completion of the “Accreditation Status Recommendation” and the “Documentation and Justification Statement” for the Commission.
- Ensure:
- a. Alignment between the visiting committee report and the recommended accreditation status
  - b. Member signatures are on the status recommendation sheet
  - c. Brief description of the discussion and status options considered by the visiting committee
  - d. A clearly stated rationale based upon factors impacting the accreditation status.
- \_\_\_12. Edit the final visiting committee report with the assistance of the visiting committee members. Ensure that all key topics of chapters are addressed.
- \_\_\_13. Facilitate the presentation of the visiting committee findings to the entire staff at the close of the visit. Use the PowerPoint presentation regarding the overall findings. Do not imply the recommended accreditation status. Leave a draft copy of the visiting committee report with the principal.

- \_\_\_14. Continually stress the importance of immediate follow-up to integrate the visiting committee narrative suggestions and critical areas for follow-up into the school's schoolwide action plan for yearly implementation and assessment.
- \_\_\_15. Have the visiting committee complete the evaluation of chairperson form (optional).
- \_\_\_16. Review the visiting committee expense forms and submit them to school for reimbursement. Be sure to keep copies of the forms and receipts for your records.

### After the Visit

- \_\_\_1. Finalize the necessary ACS WASC forms: the "Accreditation Status Recommendation" and the "Documentation and Justification Statement" for the Commission.
- \_\_\_2. Complete the final editing on the visiting committee report within ten (10) working days. Ensure that the school receives a final copy of the visiting committee report.
- \_\_\_3. Submit copies of the: (1) Accreditation Status Recommendation, (2) Documentation and Justification Statement, and (3) Visiting Committee Report electronically to the ACS WASC office using the **Document Upload** link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).
- \_\_\_4. Keep copies of all ACS WASC forms and visiting committee report.
- \_\_\_5. Send the completed member evaluation forms to the Burlingame ACS WASC Office.
- \_\_\_6. Send the appropriate letters of appreciation.
- \_\_\_7. Follow up on any outstanding reimbursement payment yet to be received. Contact the ACS WASC Business Office if there are questions about a reimbursement.
- \_\_\_8. Communicate to the visiting committee members the decision of the Commission on the final accreditation status awarded to the school. This decision is reached either at the January, April, or June ACS WASC Commission meeting. (A copy of the official letter will be sent to the chair.)



## Visiting Committee Member Checklist

### Previsit Preparation

- \_\_\_1. Receive the first letter from the visiting committee chairperson that addresses:
  - a. Requests for preferred areas of coverage during the visit
  - b. Training sessions schedule reminders
  - c. The review of accreditation materials.
- \_\_\_2. Attend ACS WASC member training.
- \_\_\_3. Study the school description, the *GDOE/ACS WASC Focus on Learning* manual, and the reference cards.
- \_\_\_4. Become aware of the expectations of the self-study followed by the school:
  - a. Inclusiveness: The involvement and collaboration of all school/community stakeholders to support student achievement.
  - b. Purposefulness: The clarification of the school's vision/mission and the schoolwide learner outcomes.
  - c. Student-focused: The analysis of data about students and student achievement.
  - d. Evaluation: The evaluation of the entire school program and its impact on student learning based on schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria.
  - e. Accountability: The implementation and monitoring of the schoolwide action plan that supports high-quality learning.
  - f. Leadership: The facilitation by school leadership of the GDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.
- \_\_\_5. Review the GDOE/ACS WASC criteria, the criteria guide questions, suggested evidence to examine, appropriate academic standards, and educational references.
- \_\_\_6. Receive additional instructions from chairperson, including:
  - a. Writing assignments
  - b. Review of the criteria as the self-study report is analyzed
  - c. Members will be asked to provide questions and comments for all sections of the report on the previsit preparation worksheet; members will also be asked to write tentative narrative statements for assigned sections of the school report; the chair should receive these prior to the initial team meeting in order to compile a tentative visiting committee report (Many chairs will be using Google Drive for the previsit preparation worksheets and the draft visiting committee report)
  - d. Visit schedule.

- \_\_\_7. After receiving the self-study report, complete the previsit preparation:
- a. Review the criteria with respect to the analysis of the self-study report; study other pertinent materials (e.g., academic standards)
  - b. Compare the school's findings to the concepts of the criteria, the student learning needs, and the schoolwide learner outcomes; critique the schoolwide action plan.  
To what extent:
    - Do the school's findings and supporting evidence provide a sound basis for determining the effectiveness of the school programs based on the criteria concepts?
    - Was the analysis of the school program done in relation to the student learning needs, the schoolwide learner outcomes, the academic standards, and the concepts of the criteria?
    - Does the schoolwide action plan address the major identified growth areas and enhance the learning of all students as identified in the student/community profile?
    - Are the student learning needs and the schoolwide learner outcomes being addressed through the schoolwide action plan?
    - Is the implementation of a standards-based system being addressed through the schoolwide action plan?
    - Is the schoolwide action plan feasible and realistic? Are resources considered for each schoolwide action plan section?
    - Do the ways of assessing progress include the analysis of student learning?
    - Is there sufficient commitment to the schoolwide action plan, schoolwide and systemwide?
    - Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan?
  - c. Write tentative narrative statements in response to the criteria including the relationship of the concepts of the criteria/indicators to the schoolwide learner outcomes and student learning needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit.  
**Send these to the visiting committee chair prior to the visit.**
- \_\_\_8. Ensure that the chair has received in a timely manner all previsit preparation questions and comments for the entire self-study report and the tentative narrative statements for the assigned sections of the report.
- \_\_\_9. Receive the final communication from the chairperson that:
- a. Offers further assistance and clarification of tasks based on the school schedule
  - b. Confirms the initial meeting time and visit logistics
  - c. Reviews how reimbursable expenses are to be handled.
- \_\_\_10. Bring the following materials to visit:
- a. *GDOE/ACS WASC Focus on Learning* manual
  - b. Reference cards

- c. Self-study report
- d. All notes
- e. Credit card or cash to cover reimbursable expenses.

\_\_\_ 11. Arrive on time for the initial meeting and have no other commitments during the visit.

**The Visit:      How Do We Know Students Are Learning?  
                      What Is The Actual Program For Students?**

- \_\_\_ 1. Demonstrate an interest in the school's welfare and express a desire to be helpful.  
Establish a rapport with the staff.
- \_\_\_ 2. Use the concepts of the GDOE/ACS WASC criteria as a comparison base throughout entire visit.
- \_\_\_ 3. Look at the quality of the program experienced by students and evidence of successful student learning — the degree to which the schoolwide learner outcomes and academic standards are being accomplished.
- \_\_\_ 4. Look for evidence of an ongoing process for school improvement.
- \_\_\_ 5. Let the program unfold: do not prejudge. Validate, verify, and document. Be aware of personal biases that can influence observations.
- \_\_\_ 6. Structure the gathering of evidence (class/program, observations, interviews, examination of student work and other information, dialogue with Home Groups) so the needed appropriate information is obtained.
- \_\_\_ 7. Assure teachers that classroom visits are not evaluative but are planned to observe the general instructional atmosphere and climate of the school.
- \_\_\_ 8. Frame open-ended questions to all school committee members and individuals to elicit information without reflecting a value judgment.
- \_\_\_ 9. Allow adequate time for responses and give appropriate feedback to responses to questions.
- \_\_\_ 10. Concentrate on being a good listener. Be aware of nonverbal feedback.
- \_\_\_ 11. Meet and lead discussions with the school self-study committees that are pertinent to your assigned areas of writing responsibility.  
    ➔ **Note:** Time is limited, so don't overemphasize particular concerns. The goal is to clarify information already in the self-study report and secure information not yet provided.
- \_\_\_ 12. Don't allow pressure groups or individuals to distract you from the main task and the schedule.
- \_\_\_ 13. Make every effort to avoid involvement in school issues that are not pertinent to the self-

study and visit.

- \_\_\_ 14. Work cooperatively with all other visiting committee members as findings are discussed and decisions made.
- \_\_\_ 15. Write quality analytical responses according to the suggested guidelines. Make sure they reflect the important concepts of the criteria and indicators and are supported by evidence.
- \_\_\_ 16. Give feedback to all staff, noting the regular meetings with the Leadership Team.
- \_\_\_ 17. Meet daily with the Leadership Team to present and thoroughly discuss the synthesis of the concepts of the criteria, the self-study report, and the findings during the visit, as reflected in the draft visiting committee report. Continually, discuss the school's next steps as outlined in the proposed schoolwide action plan.
- \_\_\_ 18. Meet with other visiting committee members to investigate any issues or questions raised during the Leadership Team meeting.
- \_\_\_ 19. Make necessary visiting committee report modifications and finalize the report.
- \_\_\_ 20. Individually review each GDOE/ACS WASC accreditation status factor. Individually make decisions regarding the quality of the school's educational program with respect to the GDOE/ACS WASC criteria and the other factors impacting the accreditation status.
- \_\_\_ 21. Participate in the visiting committee discussion of the Accreditation Status Recommendation with respect to the GDOE/ACS WASC criteria categories and all findings.
- \_\_\_ 22. Assist the chair in preparing the confidential visiting committee "Documentation and Justification Statement" for the Commission ensuring that the correlation is evident between the recommended status and the visiting committee report.
- \_\_\_ 23. Complete the expense voucher and submit to the chair for submission to the school for reimbursement. (Keep a copy of all forms and receipts.)
- \_\_\_ 24. Complete and submit the chair evaluation form.
- \_\_\_ 25. Participate in the presentation of the findings to the entire staff. The recommended accreditation status is confidential; do not imply the recommended accreditation status.
- \_\_\_ 26. Support and encourage the school in its ongoing school improvement process.

## Sample Schedule for Visit

The following sample schedule is provided for full self-study visits to Guam public schools. This schedule should be adjusted by the school and visiting committee (VC) chair to fit the local situation. In the self-study process, it is very important to allow enough time for extensive dialogue with the Schoolwide Focus Groups and the Leadership Team; this discussion will include the examination of evidence used to determine growth areas by the stakeholders. The focus of the subject area and support staff meetings will be to understand their information and evidence that led support to the schoolwide findings. The VC chairperson should be in regular communication with the principal and self-study coordinator to discuss the progress of the visit.

### Day before Visit

(12:00 NOON)	(Visiting committee may meet for Sunday brunch)
1:00 PM	Meeting of VC members to begin group discussion on perceptions of self-study — planning of questions and group processes for forthcoming Sunday meetings
3:00 PM	Meeting with the principal, self-study coordinator, and Leadership Team to clarify issues in the self-study and explain the visit; the VC and school leaders participate in a reflective discussion of the self-study
4:30–5:00 PM	School leaders conduct a brief school tour for VC
5:00–6:00 PM	Brief meeting with the governing board, district, school and/or community representatives
6:00–7:00 PM	Meeting with parent/community committee
7:30 PM–	Dinner and meeting of VC to debrief, receive instructions from the chair, organize the work of the committee, and examine supplementary materials

### First Day

7:15–8:00 AM	Meeting with Leadership Team (total VC team) (or later in the day)
8:00–8:30 AM	Meeting with principal and VC chair (possibly other VC members)
8:00–11:45 AM	Evidence gathering: class/program observations, interviews, examination of student work
11:00–11:45 PM	Meeting with student committee (VC reps.)
11:45 AM–12:00 PM	Brief Meeting of VC

12:00–1:00 PM	Lunch in school cafeteria; informally talk with students and staff
1:00–2:30 PM	Gathering of Evidence: class visits, etc.
2:30–4:30 PM	Meeting with Focus Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting) [Suggestion: Possibly have the Curriculum and Instruction Focus Groups on first day and have Assessment on second day plus possibly another Focus Group]
4:30–7:00 PM	VC debrief/discussion and writing individually or in pairs
7:00–8:00 PM	Dinner/Discussion of Findings (VC alone — may order food and keep working at school)
8:00 PM –	Discussion of findings continued and individual/paired work on written summaries

## **Second Day**

7:15–8:00 AM	Meeting with Leadership Team (VC reps.)
8:00–8:30 AM	Meeting with principal and VC chair (possibly other VC)
8:00–11:45 AM	Meetings with subject area staff, counselors, support staff, classified staff, and administration (Suggestions: 45 minute meetings with VC reps; subject areas may be clustered)  Evidence gathering: class/program observations, interviews, examination of student work
11:45 AM–12:00 PM	Brief Meeting of VC
12:00–1:00 PM	Lunch in the school cafeteria; informal contact with student and staff
1:00–2:30 PM	Meeting with Ad Hoc student group (VC reps for 45 minutes)  Gathering of Evidence: class/program observations, interviews, examination of student work
1:30–2:30 PM	District meeting at the school site (VC chair and reps.)
2:30–4:30 PM	Meeting with Focus Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting)

4:30–7:00 PM	VC debrief/discussion and writing individually or in pairs; identification of schoolwide strengths and critical areas for follow-up
7:00 PM–	Dinner (VC alone) and work on draft report
<b>Third Day</b>	
	(Check out of hotel prior to departing for school)
7:15–8:00 AM	Meeting with Leadership Team (total VC)
8:00–8:30 AM	Meeting with principal and VC chair
8:00–11:00 AM	Completion of draft report, contacting school staff as needed
	Completion of draft documentation/justification statement
11:00 AM–1:00 PM	Meeting with the Leadership Team and others invited by the school to discuss/clarify findings of visit and the VC report — ALL Leadership Team members have copy of draft VC report
1:00–3:00 PM	Closure on issues raised in the earlier session discussing the draft VC report; the VC may revise the report as a result of this meeting; the final draft of the report is completed during this session
	Completion of the “Accreditation Status Recommendation” and the “Documentation and Justification Statement “
	Finalization of expense forms, evaluations, exit PowerPoint presentation for closing session
3:00–3:30 PM	Oral Report to staff/stakeholders using a PowerPoint presentation; the principal is encouraged to invite representatives of students, classified staff, and community to attend
3:30–4:00 PM	Final draft of report left with principal; departure of VC



# Visiting Committee Report Format

## Title Page

- School Name
- City
- Dates of Visit
- Names and Titles of Visiting Committee Members

## Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
- School's analysis of student achievement data
- Other pertinent data (e.g., attendance rates, size of ELL population, teacher credentialing, class size, dropout rates, programs for students)
- Appropriateness of identified student learning needs and their linkage to the schoolwide learner outcomes

➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

## Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comment on the school's major changes and follow-up process
- Discuss how the school through its schoolwide action plan has incorporated each of the critical areas for follow-up, including the impact on student learning.

## Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school's schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
  1. Inlusiveness: The involvement and collaboration of all school/community stakeholders to support student achievement.
  2. Purposefulness: The clarification of the school's vision/mission and the schoolwide learner outcomes.
  3. Student-focused: The analysis of data about students and student achievement.
  4. Evaluation: The evaluation of the entire school program and its impact on student learning based on schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria.

5. Accountability: The implementation and monitoring of the schoolwide action plan that supports high-quality learning.
6. Leadership: The facilitation by school leadership of the GDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.

## **Chapter IV: Quality of the School's Program**

### **Part A: What Currently Exists (10–20 pages)**

Based on the self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
  - B. Standards-based Student Learning: Curriculum
  - C. Standards-based Student Learning: Instruction
  - D. Standards-based Student Learning: Assessment and Accountability
  - E. School Culture and Support for Student Personal and Academic Growth.
- Summarize an analysis of what currently exists and its impact on student learning
  - Highlight areas of strength (if any)
  - Highlight the key issues (if any)
  - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

➔ **Note:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *GDOE/ACS WASC Accreditation Status Determination Worksheet*).

### **Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)**

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up
- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report*
- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
  - ✓ Confirm areas already identified by the school in the schoolwide action plan
  - ✓ Confirm areas to be strengthened within the already identified areas
  - ✓ Identify any additional areas to be added to the schoolwide action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the schoolwide action plan.*

## **Chapter V: Ongoing School Improvement (1–2 pages)**

- Include a brief summary of the schoolwide action plan
- Comment on the following school improvement issues:
  - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

- ♦ Do the schoolwide action plan goals address the critical areas for follow-up?
- ♦ Will the schoolwide action plan enhance student learning?
- ♦ Is the schoolwide action plan a “user-friendly” plan that has integrated all major school initiatives?
- ♦ Is the schoolwide action plan feasible within existing resources?
- ♦ Is there sufficient commitment to the schoolwide action plan?
- ✓ Existing factors that will support school improvement
- ✓ Impediments to improvement that the school will need to overcome
- ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.



## Accreditation Status Determination

The visiting committee will recommend an accreditation status which will be acted upon by the Accrediting Commission. ACS WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement.

Current status options are: six-year accreditation status with a mid-cycle progress report; six-year accreditation status with a mid-cycle progress report and one-day visit; six-year accreditation with a mid-cycle progress report and two-day visit; one-year or two-year probationary accreditation with an in-depth progress report and two-day visit; or accreditation status withheld. The Commission reserves the right to grant additional conditions of accreditation other than those above. Such action will follow a Commission review of the visiting committee report.

### **Accreditation status will be based upon a school demonstrating the following:**

1. Involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes
2. Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations
3. The defining of the school's purpose through schoolwide learner outcomes and academic standards
4. *Organization: Vision, Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources* that supports high achievement for all students
5. *Standards-based Student Learning: Curriculum* that supports high achievement for all students
6. *Standards-based Student Learning: Instruction* that supports high achievement for all students
7. *Standards-based Student Learning: Assessment and Accountability* that supports high achievement for all students
8. *School Culture and Support for Student Personal and Academic Growth* that supports high achievement for all students
9. The alignment of the schoolwide action plan to the school's areas of greatest need to support high achievement of all students
10. The capacity to monitor and implement the schoolwide action plan
11. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.





FRED VAN LEUVEN, Ed.D.  
EXECUTIVE DIRECTOR

# CONFIDENTIAL

## Accrediting Commission for Schools Western Association of Schools and Colleges

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MARILYN S. GEORGE, Ed.D.  
ASSOCIATE EXECUTIVE DIRECTOR

### Accreditation Status Recommendation

Name of School Visited:

Address of School:

Name of District:

Manual Used in Self-Study:

Visit:

Date of Visit:

Accredited Grade Span:

Enrollment:

ACS WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment and competence to support high-quality student learning and ongoing school improvement.

#### The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

<input type="checkbox"/> <b>Six-Year Accreditation Status with a Mid-cycle Progress Report:</b> There is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan, which includes the identified critical areas for follow-up. Provide the rationale for the accreditation status recommendation in the Justification Statement.
<input type="checkbox"/> <b>Six-Year Accreditation Status with a Mid-cycle Progress Report and</b> (choose one option below): <input type="checkbox"/> <b>One-Day Visit:</b> There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a one-day visit is recommended. <input type="checkbox"/> <b>Two-Day Visit:</b> There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a two-day visit is recommended. Provide the rationale for the accreditation status recommendation in the Justification Statement.
<input type="checkbox"/> <b>Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit</b> (choose one option below): <input type="checkbox"/> <b>One-Year:</b> There is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas requiring immediate attention and support. <input type="checkbox"/> <b>Two-Year:</b> There is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas that need to be addressed within two years. Provide the rationale for the accreditation status recommendation in the Justification Statement.
<input type="checkbox"/> <b>Accreditation Status Withheld:</b> There is compelling evidence that the school does not meet one or more of the ACS WASC criteria and deviates significantly in critical areas that impact student learning and well-being, the school's program, and supporting operations. Provide the rationale for the accreditation status recommendation in the Justification Statement.

**Note:** The Commission reserves the right to grant accreditation status other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school's chief administrator.

#### VISITING COMMITTEE MEMBERS

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Type or print name	Signature	Date	Committee Chairperson	Signature	Date

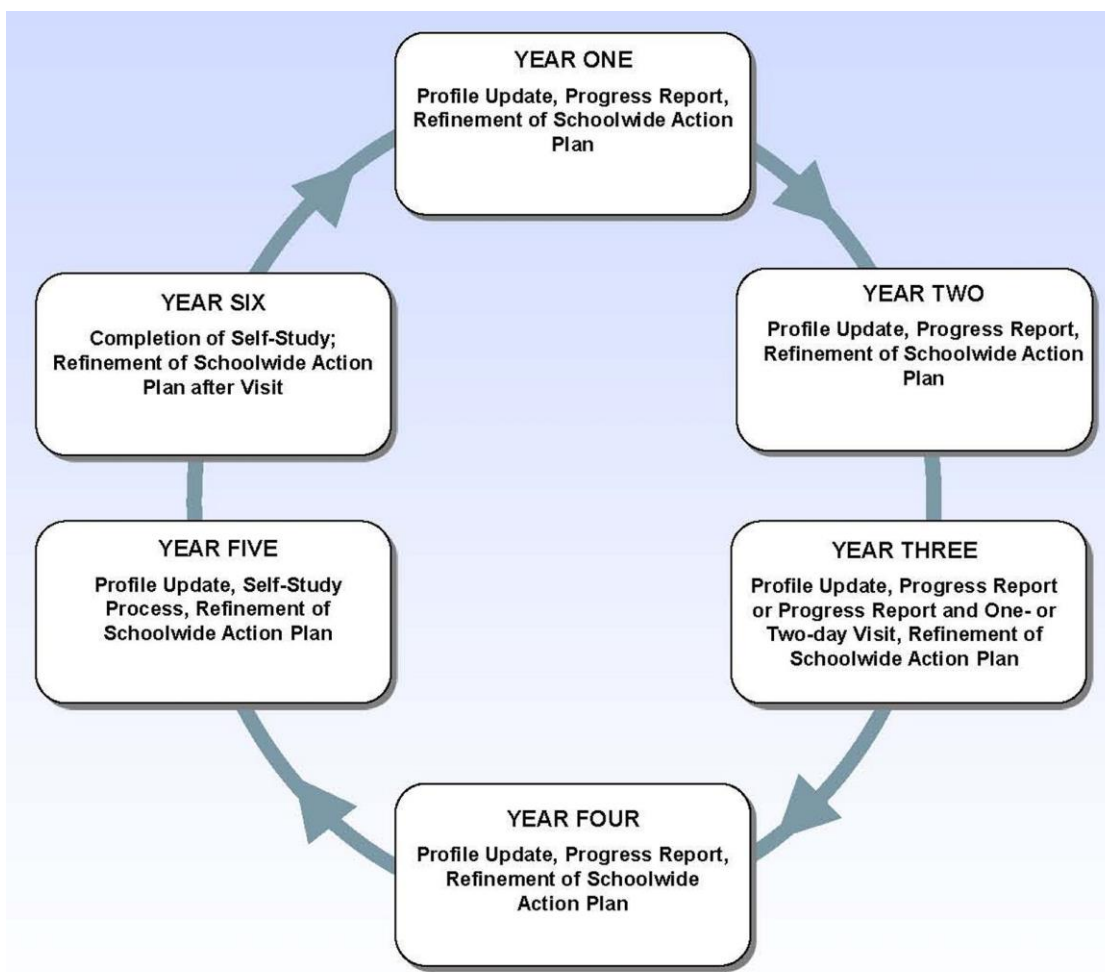


## ACS WASC Accreditation Cycle of Quality: A Focus on Learning

ACS WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. The school assesses its program and its impact on student learning with respect to the ACS WASC criteria/indicators and other accreditation factors. Schools are expected to participate in self-study training provided by ACS WASC throughout the 18 months prior to the full self-study visit. This self-study process culminates in the refinement of a 3–5 year schoolwide action plan. Throughout the cycle, a school is expected to address the schoolwide action plan and demonstrate evidence of acceptable student achievement and school improvement.

Using the ACS WASC criteria, indicators, and other accreditation factors, the visiting committee will base its accreditation status recommendation on evidence contained in the self-study and encountered during the school visit indicating:

- The degree to which high achievement by all students is occurring
- The capacity of the school to implement, monitor, and accomplish the schoolwide action plan aligned to the areas of greatest need impacting student achievement
- The school's position with respect to institutional and/or governing authority expectations.





## Accreditation Status Explanation\*

**Overall Question:** What accreditation status option best supports defined high-quality learning for all students and the school's improvement needs?

### Six-Year Accreditation Status with a Mid-cycle Progress Report

Based on the ***ACS WASC criteria, indicators, and other accreditation factors/rubrics***, this option is appropriate if there is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan, including addressing the identified critical areas for follow-up. The school is expected annually to report progress to its governing body and stakeholders, update the student/community profile, and refine its schoolwide action plan as needed.

The school will be required to submit a comprehensive mid-cycle progress report demonstrating that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

ACS WASC will review the mid-cycle progress report to affirm the accreditation status and determine whether any additional reports, visits, or other conditions will be required.

### Six-Year Accreditation Status with a Mid-cycle Progress Report and One-Day Visit

Based on the ***ACS WASC criteria, indicators, and other accreditation factors/rubrics***, this option is appropriate if there is compelling evidence that the school needs additional support in strengthening student achievement and the school's program through the schoolwide action plan, including addressing the identified critical areas for follow-up. A one-day visit is recommended, based on the scope and seriousness of the issues and the size of the school. The school is expected to report annual progress to its governing body and stakeholders, update the student/community profile, and refine its schoolwide action plan as needed.

The school will be required to host a one-day visit after submitting a comprehensive mid-cycle progress report demonstrating that the school has:

- Addressed the critical areas for follow-up throughout the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

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\* No changes have been made to the ACS WASC initial visit process.

ACS WASC will review the progress report and the results of the visit to affirm the accreditation status and determine whether any additional reports, visits, or other conditions will be required.

#### **Six-Year Accreditation Status with a Mid-cycle Progress Report and Two-Day Visit**

**Based on the ACS WASC criteria, indicators, and other accreditation factors/rubrics, this option** is appropriate if there is compelling evidence that there needs to be more time spent at the mid-cycle in reviewing the schoolwide action plan progress in areas such as the analysis and use of student achievement data, the instructional program, the growth and development of the leadership and staff, governance, and resource allocation. A two-day visit is recommended, based on the scope and seriousness of the issues and the size of the school. The school is expected to report annual progress to its governing body and stakeholders, update the student/community profile, and refine its schoolwide action plan as needed.

The school will be required to host a two-day visit and submit a comprehensive mid-cycle progress report demonstrating that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan
- Made appropriate progress on implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

ACS WASC will review the progress report and the results of the visit to affirm the accreditation status and determine whether any additional reports, visits, or other conditions will be required.

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#### **One- or Two-Year Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit**

Based on the ACS WASC *criteria, indicators, and other accreditation factors/rubrics*, this option is appropriate if there is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas and needs serious additional support, feedback, and encouragement in meeting the identified critical areas for follow-up in the visiting committee report. A one-year probationary status indicates there is a need for immediate attention and support. A two-year probationary status signifies the need for prompt attention and support, but more time may be needed to address the identified issue(s).

The school will be required to host a two-day visit in one or two years and submit an in-depth progress report demonstrating that the school has:

- Addressed the critical areas for follow-up in the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

After the probationary visit, the ACS WASC Commission may grant one of the following:

- Continued probationary accreditation for one additional year of the accreditation cycle (applicable for one-year probationary accreditation only)

- Probation removed and accreditation status restored; the accreditation cycle continues with an in-depth progress report and two-day mid-cycle visit
- Accreditation withheld.

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### **Accreditation Status Withheld**

Based on the ***ACS WASC criteria, indicators, and other accreditation factors/rubrics***, this option is appropriate if there is compelling evidence that the school does not meet one or more of the ACS WASC criteria and deviates significantly in critical areas that impact student learning and well-being, the school's program, and/or supporting operations.

In order to be reinstated, the school must address the critical areas for follow-up identified by the visiting committee and update the self-study report to provide evidence of the progress made. ACS WASC will then decide upon an appropriate time for a two-day reinstatement visit. The visit must occur within 12 to 18 months from the date of the original visit or the school will need to reapply for accreditation through the initial visit process.

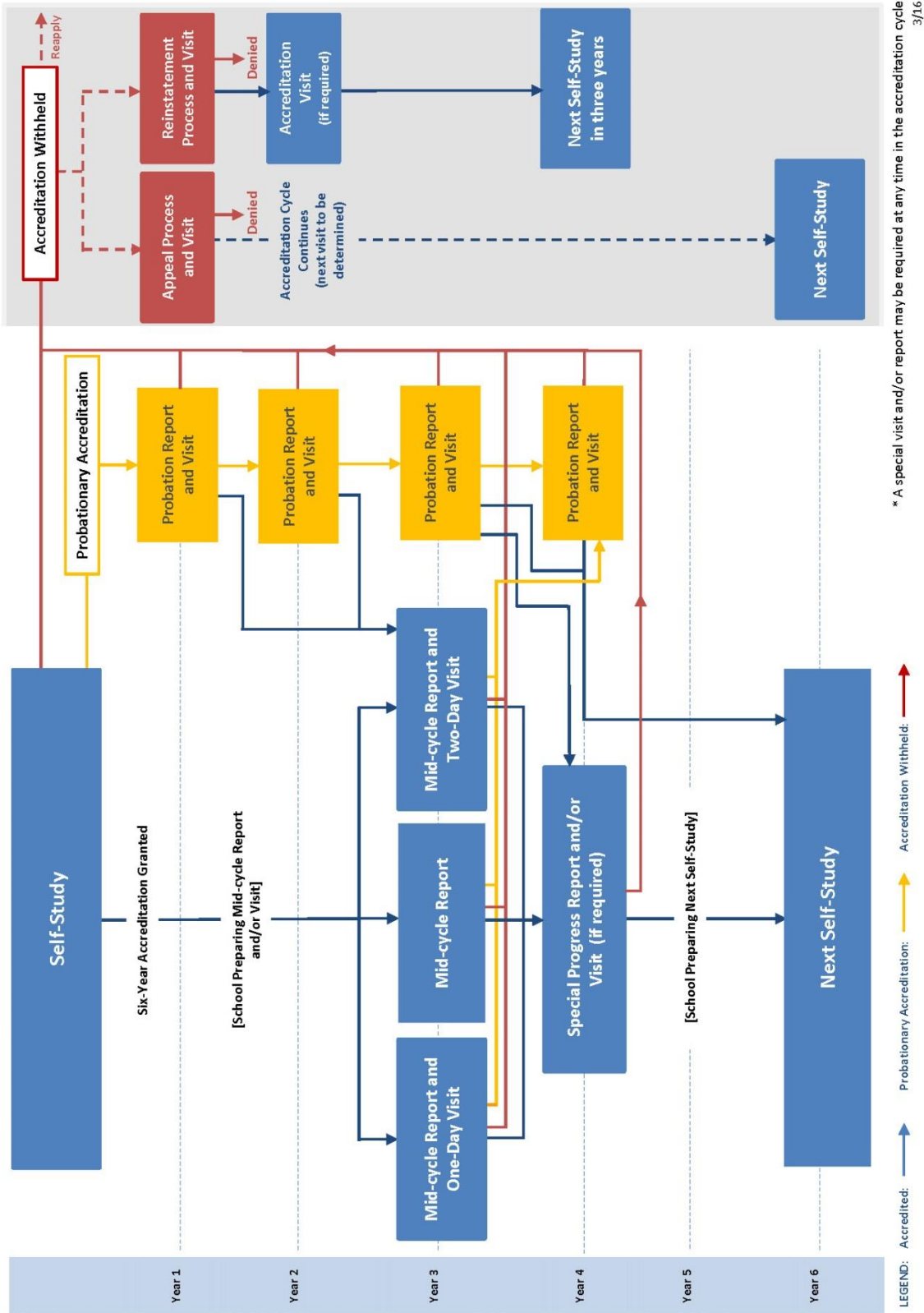
After the reinstatement visit, the ACS WASC Commission may grant one of the following:

- Accreditation status with annual in-depth progress reports and a full self-study within three years of reinstatement
- Accreditation status with an in-depth progress report and two-day visit in one year and a full self-study within three years of reinstatement
- Accreditation status withheld.

**NOTE: The Commission reserves the right to grant accreditation status other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the visiting committee report. In the event of a formal appeal, this document will be provided to the school's chief administrator.**



## ACS WASC Accreditation Status Timeline





## SAMPLE DOCUMENTATION AND JUSTIFICATION STATEMENT FOR GDOE/ACS WASC JOINT PROCESS

For proper processing, please complete the following information:

Chair Name	Name and City of School Visited	
Chair Work Phone	Chair Home Phone	Chair Cell Phone
Email address		

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 status will be based upon a school demonstrating the following:**

- 1. The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

- 2. Acceptable progress by all students toward clearly defined schoolwide learner outcomes (student learning needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

- 3. Organization: Vision, Mission, and schoolwide learner outcomes that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes and academic standards. (A1)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

- 4. Organization: Governance that supports high achievement for all students. (A2)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**5. Organization: Leadership and Staff – Data Informed Decision-Making that supports high achievement for all students. (A3)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**6. Organization: Leadership and Staff – Schoolwide Organization for Student Achievement that supports high achievement for all students. (A4)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**7. Organization: Leadership and Staff – Research and Professional Development that supports high achievement for all students. (A5)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**8. Organization: Resources that supports high achievement for all students. (A6)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**9. Standards-based Student Learning: Curriculum that supports high achievement for all students. (B1)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**10. Standards-based Student Learning: Curriculum – Planning and Monitoring Student Learning Plans that supports high achievement for all students. (B2)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

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**11. Standards-based Student Learning: Curriculum – Meeting All Curricular Requirements that supports high achievement for all students. (B3)**

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

Narrative Rationale:

**12. Standards-based Student Learning: Instruction – Student Access to Learning that supports high achievement for all students. (C1)**

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

Narrative Rationale:

**13. Standards-based Student Learning: Instruction – Rigorous and Relevant Instruction that supports high achievement for all students. (C2)**

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

Narrative Rationale:

**14. Standards-based Student Learning: Assessment and Accountability – Reporting and Accountability Processes that supports high achievement for all students. (D1)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**15. Standards-based Student Learning: Assessment and Accountability – Classroom Assessment Strategies that supports high achievement for all students. (D2)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**16. School Culture and Support for Student Personal and Academic Growth: Parent and Community Engagement that supports high achievement for all students. (E1)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

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**17. School Culture and Support for Student Personal and Academic Growth: School Culture that supports high achievement for all students. (E2)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**18. School Culture and Support for Student Personal and Academic Growth: Student Support – Personalization and Accessibility that support high achievement for all students. (E3 & E4)**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

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

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**20. 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:**

**21. The capacity to implement and monitor the schoolwide action plan.**

**Visiting Committee Rating:** ☐ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

**Narrative Rationale:**

**Provide a brief narrative, which summarizes the visiting committee's rationale for the recommended status: *(If there is an unresolved minority opinion please indicate and explain.)***

- **Status options seriously considered**
- **List the reasons for the status recommended and provide compelling evidence that supports the visiting committee recommendation.**

In the comments reflect upon the following:

- The visiting committee's discussion for each status option considered
- The degree to which students are learning
- Important identified strengths and growth areas
- The capacity of the school to implement (i.e., collaborate) and monitor the schoolwide action plan.

### **Status Options Considered**

Accreditation Status Recommendation Rationale (provide compelling evidence):

- 1.
- 2.
- 3.
4. ...



# **The Follow-up: Moving Forward**



## Principal and Self-Study Coordinator Post-Visit Checklist

- **Revise the schoolwide action plan**
- **Send a copy of the revised schoolwide action plan to ACS WASC**

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- **After the visit, the self-study coordinator (SC) and principal meet immediately with the Leadership Team to review the visiting committee report and begin the follow-up process.**

The Leadership Team coordinates the refining and implementation of the action steps for each section of the schoolwide action plan. The narrative suggestions and critical areas for follow-up left by the visiting committee should be integrated into the schoolwide action plan.

A copy of the modified schoolwide action plan should be sent to ACS WASC.

Some schools may continue to use the Schoolwide Focus Groups as “change agent” committees in the follow-up process. The Leadership Team involves the total staff in annual assessment of progress, including data analysis about student learning in relation to schoolwide learner outcomes and academic standards; this will result in modifications annually of the schoolwide action plan, including annual board approval. If the school annually reviews its plan and progress, the reports generated will comprise the major portion of the next self-study.



### ***Self-check questions***

**Has the modified schoolwide action plan been sent?**

- **An electronic copy of the modified schoolwide action plan to the ACS WASC Office in a single pdf or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).**

- **The **Principal and Self-Study Coordinator Checklists** can be found on the ACS WASC website.**



## ACS WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years, the school should engage in an accreditation process that focuses on student learning and ongoing school improvement.

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the schoolwide action plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the schoolwide learner outcomes, the school vision, and mission.
4. Analyze and synthesize data that provides evidence of school progress, and complete a mid-cycle report for submission to ACS WASC.
5. Potentially, host a one- or two-day review if the school was granted a six-year accreditation status. (**Note:** If a school received a one-year probationary status, the school prepares an in-depth progress report and hosts a two-day visit. The Commission then grants additional years of accreditation depending upon the progress made. Accreditation may also be withheld.)
6. In preparation for the next self-study (usually 18 months prior to the full self-study and visit), ensure that a) key staff members participate in ACS WASC self-study training; and b) all stakeholders are knowledgeable of student achievement and other current data, and progress on all aspects of the schoolwide action plan. Use the following information with stakeholders:
  - a. The current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports
  - b. The operating schoolwide action plan
  - c. Annual progress reports.
7. Based on the GDOE/ACS WASC criteria, involve stakeholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize important analytical findings for each criterion organized by categories.
9. Revise the schoolwide action plan to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the plan is refined based on progress made and impact on student learning.
10. Finalize the self-study report that will include:
  - a. The current student/community profile, student learning needs
  - b. Vision, mission, and schoolwide learner outcomes
  - c. Overall progress report since last full visit (or initial visit)
  - d. Findings and supporting evidence
  - e. Updated schoolwide action plan.





## **Self-Study Expectations**

Through the completion of the self-study process the school will have accomplished:

1. **Inclusiveness:** The involvement and collaboration of all school/community stakeholders to support student achievement.
2. **Purposefulness:** The clarification of the school's vision/mission and the schoolwide learner outcomes.
3. **Student-focused:** The analysis of data about students and student achievement.
4. **Evaluation:** The evaluation of the entire school program and its impact on student learning based on schoolwide learner outcomes, academic standards, and GDOE/ACS WASC criteria.
5. **Accountability:** The implementation and monitoring of the schoolwide action plan that supports high-quality learning.
6. **Leadership:** The facilitation by school leadership of the GDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.