

Guam/ACS WASC GDOE Accreditation Status Worksheet

How are students achieving?

Is the school doing everything possible to support high achievement for all its students?

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an “X” for the most appropriate rating in the box provided.
3. Read the attached sheets with the GDOE/ACS WASC criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the Visiting Committee’s findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official “Documentation and Justification Statement.”
 - ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
 - ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
 - ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
 - ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

<i>Accreditation status will be based upon a school demonstrating the following factors:</i>	Highly Effective	Effective	Somewhat Effective	Ineffective
<i>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</i>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need. • Critical learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the GDOE/ACS WASC criteria. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Critical learner needs addressed to some degree in the evaluation of the school's program and operations in relation to the GDOE/ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Limited involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of critical learner needs and student data/information. • Limited involvement in addressing critical learner needs in the evaluation of the school's program and operations in relation to the GDOE/ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information. • Lack of involvement in evaluating school's program and operations related to critical learner needs and the GDOE/ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div>
<i>Acceptable progress by all students toward clearly defined Schoolwide Learner Outcomes, academic standards, and other institutional and/or governing authority expectations.</i>	<ul style="list-style-type: none"> • Multiple measures show acceptable progress for all students based on the critical learner needs, the academic standards, and the Schoolwide Learner Outcomes. • Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Multiple measures show growth targets being reached for some identified student subgroups based on the critical learner needs, the academic standards and the Schoolwide Learner Outcomes. • Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Multiple measures show growth targets being reached for a limited number of student subgroups based on the critical learner needs, the academic standards, and the Schoolwide Learner Outcomes. • Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Multiple measures show growth targets being reached by very few student subgroups based on the critical learner needs, the academic standards, and the Schoolwide Learner Outcomes. • Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
ACS WASC/GDOE CRITERIA				
CATEGORY A: ORGANIZATION				
A1. Vision, Mission, and Schoolwide Learner Outcomes that supports high achievement for all students. Defining of the school's vision and mission by academic standards, schoolwide learner outcomes, and the schoolwide plan.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A2. Governance that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A3. Leadership and Staff – Data-Informed Decision-Making that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A4 & A5. Leadership and Staff – Schoolwide Organization for Student Achievement and Research and Professional Development that support high achievement for all students.	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
A6. Resources that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM				
B1. Curriculum – Student Participation in a Standards-based Curriculum that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
B2 & B3. Curriculum – Planning and Monitoring Student Learning Plans and Meeting All Curricular Requirements that support high achievement for all students.	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION				
C1. Instruction – Student Access to Learning that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
C2. Instruction – Rigorous and Relevant Instruction that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY				
D1 & D2. Assessment and Accountability – Reporting and Accountability Processes and Classroom Assessment Strategies that support high achievement for all students.	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY E: SCHOOL CULTURE FOR STUDENT PERSONAL AND ACADEMIC GROWTH				
E1 & E2. Parent and Community Engagement and School Culture that support high achievement for all students.	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
E3 & E4. Student Support – Personalization and Accessibility that support high achievement for all students.	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.	<ul style="list-style-type: none"> Analysis of all appropriate data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas in the schoolwide action plan. Strong focus on improving student achievement in the schoolwide action plan. Clarity with each part of the schoolwide action plan. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of some data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in the schoolwide action plan. Focus on improving student achievement in some parts of the schoolwide action plan. General clarity in some parts of the schoolwide action plan. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of limited data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the schoolwide action plan. Limited focus on improving student achievement in the schoolwide action plan. Lack of clarity in the schoolwide action plan. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of little, if any, data/information about the critical learner needs and student achievement and program supports the identified prioritized growth areas. Little, if any, focus on improving student achievement in the schoolwide action plan. Little clarity in the schoolwide action plan. <input type="checkbox"/>
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	<ul style="list-style-type: none"> Ongoing systemic improvement integral to school's culture involving all stakeholders A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress. Impact of schoolwide action plan progress on student learning analyzed, including critical learner needs. Plan updated as needed. Formal progress report prepared and shared with all stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs. Some stakeholders involved in action plan update. Informal process for involving and informing all stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> Limited addressing of prior accreditation findings occurs. Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs. Limited involvement of stakeholders in action plan update. No formal or informal process regularly used to involve and inform stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> Little, if any, addressing of prior accreditation findings by leadership and other stakeholders. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
<i>The capacity to implement and monitor the schoolwide action plan.</i>	<ul style="list-style-type: none"> • Process that includes both formative and summative evaluation in place. • Plan developed collaboratively. • All stakeholders aware and consent to be involved in implementation. • Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. • Evaluation results used to identify priorities and further actions for improvement. <input data-bbox="814 526 835 542" type="checkbox"/>	<ul style="list-style-type: none"> • Process includes some formative evaluation but focus is mainly summative. • Plan developed collaboratively. • General awareness and consent to be involved in implementation. • Plan evaluated annually. • School staff and periodically other stakeholders informed of schoolwide action plan progress. • Actions may be evaluated in terms of student achievement and other factors. • Evaluation results used to identify further actions for improvement. <input data-bbox="1215 526 1236 542" type="checkbox"/>	<ul style="list-style-type: none"> • Limited understanding by school administrative and instructional staff about the need for implementation. • Link of the schoolwide action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. <input data-bbox="1614 526 1635 542" type="checkbox"/>	<ul style="list-style-type: none"> • Process of implementation not clarified as to who and what will be accomplished. • Little understanding of need and value of the schoolwide action plan linked to high student achievement by administrative and instructional staff and other stakeholders. <input data-bbox="2013 526 2034 542" type="checkbox"/>

Accreditation Status Determination Attachment GDOE/ACS WASC Criteria with Indicators/Prompts

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

A. ORGANIZATION

A1. Vision, Mission, and Schoolwide Learner Outcomes *To what extent does the school have 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, to what extent is the school's purpose defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan?*

Vision, Mission, Schoolwide Learner Outcomes, Profile, Schoolwide Action Plan: 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.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and mission are effective.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, and Schoolwide Action Plan: 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 the schoolwide action plan.

Regular Review and Revision: 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.

A2. Governance *To what extent are the school's program and operations in alignment with the a) the Guam Board of Education's policies and b) the Guam Department of Education's rules, regulations, and procedures? To what extent does the Guam Education Board (GEB) delegate implementation and monitoring of these policies to the Guam Department of Education and approve the GDOE State Strategic Plan?*

Understanding the Role of the Governing Authority: The school community understands the governing authority's role, including how stakeholders can be involved.

Relationship Between Governing Authority and School: The school's 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: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

A3. Leadership and Staff – Data-Informed Decision-Making *To what extent based on multiple sources of data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards? To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment the Guam State Strategic Plan based on the analysis of data to ensure alignment with student needs?*

Broad-Based and Collaborative Planning Process: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

Correlation between Student Learning and the Schoolwide Action Plan: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's schoolwide action plan.

Alignment of All Resources and the Schoolwide Action Plan: There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

Progress Monitoring of the Schoolwide Action Plan: The school's Leadership Team has defined roles and responsibilities and monitors the progress of the implementation of the schoolwide action plan.

A4. Leadership and Staff – Schoolwide Organization for Student Achievement *To what extent does a qualified staff facilitate 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.*

Qualifications of Staff: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

Maximum Use of Staff Expertise: 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.

Defining and Understanding Policies and Procedures: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

Internal Communication and Planning: The school has effective structures for internal communication, planning, and resolving differences.

Staff Actions/Accountability to Support Learning: 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.

A5. Leadership and Staff – Research and Development *To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?*

Support of Professional Development: 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.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A6. Resources *To what extent are the human, material, physical, and financial resources 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?*

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

Allocation Involvement: The school leadership and staff are involved in the resource allocation decisions.

Practices: 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.

Facilities Conducive to Learning: The school's facilities are adequate to support high-quality learning.

Instructional Materials and Equipment: 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.

Qualified Personnel: Resources are available to hire and retain qualified staff for all programs.

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum – Student Participation in a Standards-based Curriculum *To what extent do 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?*

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Subject Area: 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.

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

Student Work — Classroom Learning Targets: 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.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students 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 other activities facilitate access and success for all students.

Integration among Disciplines: There is curriculum integration among disciplines at the school.

Curricular Development, Evaluation, and Revisions: 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.

Articulation and Follow-up Studies: 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.

B2. Curriculum – Planning and Monitoring Student Learning Plans *To what extent to 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?*

Variety of Programs — Full Range of Choices: 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.

Student-Parent-Staff Collaboration: 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: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Transitions: 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.

B3. Curriculum— Meeting All Curricular Requirements *To what extent upon completion of elementary, middle, or high school program, have students met the standards with proficiency for that grade span or all the requirements of graduation?*

Real World Applications — Curriculum: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Meeting Graduation Requirements (or end of grade span requirements): The school implements academic support programs to ensure students are meeting all requirements.

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction – Student Access to Learning *To what extent does differentiated, high-quality instruction provide access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes?*

Differentiation of Instruction: 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.

Student Understanding of Performance Levels: 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.

Students' Feedback: The school takes into account students' feedback in order to adjust instruction and learning experiences.

C2. Instruction – Rigorous and Relevant Instruction *To what extent do 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?*

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Student Engagement: Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

Teachers as Facilitators of Learning: Teachers are facilitators in a student-centered classroom.

Variety of Strategies: Teachers use a variety of strategies to support students' access and application of the knowledge acquired and to communicate understanding.

Student work demonstrates the utilization of tools and resources (e.g., technology, online resources, etc.) to research, discover, and build knowledge about the world.

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

Real World Experiences: 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. *(For elementary schools: Age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning, and community projects are available to all students.)*

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1 & D2. Assessment and Accountability – Reporting Processes and Classroom Assessment Strategies

D1. To what extent do the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders?

To what extent does the analysis of data guides the school programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan?

D2. To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the teaching/learning process and support the educational progress of every student?

Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/district/school performance data to all stakeholders.

Basis for Determination of Performance Levels: 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.

Modifications Based on Assessment Results: 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.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.

Using Assessment Data: Assessment data are used to make decisions and modify instructional practices.

Demonstration of Student Achievement: 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.

Teacher Feedback to Students: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.

E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement *To what extent does the school leadership employ a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?*

Parent Engagement: 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.

Community Resources: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

Parent/Community and Student Achievement: 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.

E2. School Culture *a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students? c) To what extent does the school maintain a focus on continuous school improvement?*

Safe, Clean, and Orderly Environment: 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.).

Discipline and Behavior Management System: The school has an effective discipline and behavior management system that supports learning, growth, and development.

High Expectations for Students: The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

Culture of Trust, Respect, and Professionalism: The school has a culture of trust, respect, and professionalism among all members of the school community.

E3 & E4. School Culture and Student Support – Personalization and Accessibility *E3. To what extent do 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. To what extent do students have access to a system of personalized supports, activities, and opportunities at the school and within the community?

Adequate Personalized Support: The school ensures that every student receives appropriate support services in such areas as academic/behavioral assistance, health, career, and personal counseling.

Direct Connections: 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.

Strategies Used for Student Growth/Development: 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).

Equal Access to Curriculum and Support: 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).

Curricular/Co-Curricular Activities: 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.

Meeting Student Needs Through Curricular/Co-Curricular Activities: 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.

Student Perceptions: 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.