

HIDOE/ACS WASC CRITERIA GUIDE QUESTIONS

The accreditation process centers upon the school's analysis of student learning and the program for all students with respect to the criteria and the General Learner Outcomes. The guide questions address the concepts of the HIDOE/ACS WASC criteria and are useful tools for both school stakeholders and Visiting Committees.

Guide Questions: To what extent:

CATEGORY A. ORGANIZATION

- A1. ● 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?
 - is the school's purpose further defined by academic standards, General Learner Outcomes, and the school's Academic Plan?
- A2. ● are the school's program and operations in alignment with a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education's rules, regulations, and procedures?
 - does the Board of Education delegate implementation and monitoring of these policies to the Hawaii Department of Education?
- A3. ● do the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards?
 - do the school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs?
- A4. ● does a qualified staff facilitate the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and ongoing professional development?
- A5. ● are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?
- A6. ● 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 General Learner Outcomes and academic standards?

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

- B1. ● do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan?

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

- C1. ● does differentiated high-quality instruction provide access, challenge, and support for all students involved to achieve the academic standards and the General Learner Outcomes?
- C2. ● 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 high order thinking skills?

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CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

- D1. ● do the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders?
- does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the Academic Plan?
- D2. ● do teachers employ a variety of appropriate assessment strategies to evaluate student learning?
- do 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. ● does the school leadership employ a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?
- E2. ● is the school a) a safe, clean, and orderly place that nurtures learning; b) does the school have a culture that is characterized by trust, professionalism, high expectations for all students; and c) does the school maintain focus on continuous school improvement?