

ACS WASC/NLSA Accreditation Status Determination 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 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 doing the self-study that accomplish the five parameters of the self-study.</i>	<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 based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the WASC criteria. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. <input type="checkbox"/> 	<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 WASC criteria. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of critical learner needs and student data/information. • Partial involvement in addressing critical learner needs in the evaluation of the school's program and operations in relation to the WASC criteria. <input type="checkbox"/> 	<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 WASC criteria. <input type="checkbox"/>
<i>Acceptable progress by all students toward clearly defined schoolwide learner outcomes (critical learner needs), 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. <input type="checkbox"/> 	<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. <input type="checkbox"/> 	<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. <input type="checkbox"/> 	<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. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
WASC CRITERIA				
CATEGORY A: ORGANIZATION FOR STUDENT LEARNING				
A1. School Purpose that supports high achievement for all students. <i>Defining of the school's purpose through schoolwide learner outcomes and academic standards.</i>	<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 & A4. School Leadership and Staff 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"/>
A5. School Environment 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"/>
A6. Reporting Student Progress 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"/>
A7. School Improvement Process 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: CURRICULUM, INSTRUCTION, AND ASSESSMENT				
B1. What Students Learn 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. How Students Learn 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"/>
B3. How Assessment Is Used that supports high achievement for all students. <i>The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</i>	<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 C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH				
C1 & C2. Student Connectedness and Parent/Community Involvement 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"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT				
<i>D1 & D2. Resources and Resource Planning that support high achievement for all students.</i>	<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"/>
<i>The alignment of a long-range schoolwide action to the school's areas of greatest need to support high achievement of all students.</i>	<ul style="list-style-type: none"> Analysis of all appropriate data/information about critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan. Strong focus on improving student achievement in each action plan section. Clarity of each action plan section that includes suggested components. <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 action plan. Focus on improving student achievement in some action plan sections. General clarity in some action plan sections that includes suggested components. <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 growth areas in the schoolwide action plan. Limited focus on improving student achievement in action plan sections. Lack of clarity in action plan sections. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas. Little, if any, focus on improving student achievement in action plan sections. Little clarity in action plan sections. <input type="checkbox"/>
<i>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</i>	<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 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 and analysis 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. <input type="checkbox"/>
<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 will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. Evaluation results will be used to identify priorities and further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> Process includes some formative evaluation but focus is mainly summative. Plan developed collaboratively. General awareness and consent to be involved in implementation. Plan evaluated annually. School staff and periodically other stakeholders informed of action plan progress. Actions may be evaluated in terms of student achievement and other factors. Evaluation results used to identify further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> Limited understanding by school administrative and instructional staff about the need for implementation. Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> Process of implementation not clarified as to who and what will be accomplished. Little understanding of need and value of action plan linked to high student achievement not understood by administrative and instructional staff and other stakeholders. <input type="checkbox"/>

Accreditation Status Determination Attachment acs WASC/NLSA Criteria with Indicators/Prompts

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

A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose

To what extent (a) has the school established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution, and b) to what extent is the purpose defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student?

Beliefs and Philosophy: The school is operated by one or more congregations of The Lutheran Church — Missouri Synod or maintains an active RSO status with Synod.

Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data has impacted the development of the school's vision and mission and schoolwide learner outcomes.

Involvement of All: The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and schoolwide learner outcomes.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Regular Review/Revision: The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global trends/conditions.

A2. Governance

To what extent does the governing authority a) adopt policies which are consistent with the school mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, b) delegate implementation of these policies to the professional staff, and c) monitor results?

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

Pretraining of Potential Board Members: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Relationship of Policies: The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Involvement of Governing Authority: The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

School Community Understanding: The school community understands the governing authority's role.

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

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Evaluation Procedures: The governing authority carries out clearly defined evaluation procedures.

Evaluation of Governing Authority: There is a process for evaluating the governing authority.

A3. School Leadership

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

Defined Responsibilities, Practices, etc.: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The school administrator is on the LCMS roster, and maintains synodical roster status, or is actively working toward a colloquy. The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry while providing spiritual leadership for the school community and in the congregation(s).

Existing Structures: The school has existing structures for internal communication, planning and resolving differences in a Christian manner.

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

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

A4. Staff

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

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff. The hiring practices of the school reflect a preference for faculty members who are on, or are eligible to be on, the roster of the Synod. Faculty members ensure the implementation of the school's unique Lutheran identity.

Qualifications of Staff: The school reviews all information regarding staff 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, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning. Each teacher and staff member demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry while providing spiritual nurturing for the school community and students. Each teacher and staff member seeks to be an instrument of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ. The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

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.

A5. School Environment

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

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

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

Mutual Respect and Communication: Mutual respect and effective communication among and between staff, students, and parents is evident. A loving, Christian climate is displayed throughout the school as evidenced by a mutual love and respect for each other: pastor, administrator, staff, and children, as fellow members of the body of Christ.

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

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean, orderly, Christian environment that nurtures learning, including internet safety.

A6. Reporting Student Progress

To what extent does the school leadership regularly a) assess student progress toward accomplishing the schoolwide learner outcomes and b) report student progress to the rest of the school community?

Reporting Student Progress: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

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

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

A7. School Improvement Process

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

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

School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

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

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources, schoolwide learner outcomes, and the implementation, monitoring, and accomplishing of the schoolwide action plan.

B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn

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

Current Educational Research and Thinking: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. The curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

Academic Standards for Each Area: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. The Christian faith is intentionally integrated in daily lessons throughout the curriculum.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates 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 situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Acceptable Student Achievement: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

Integration Among Disciplines: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

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

Accessibility of all Students to Curriculum: All students have accessibility to a challenging, relevant, and coherent curriculum.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc..

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

B2. How Students Learn *To what extent does the professional staff a) use research-based knowledge about teaching and learning and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?*

Research-based Knowledge: The administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

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

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

Challenging and Varied Instructional Strategies: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

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

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Student Understanding of Performance Levels: The students know beforehand the standards/expected performance levels for each area of study.

Student Perceptions: The students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

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

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

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

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

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Correlation: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

Modifications/Decisions based on Assessment Data: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

Adequate Personalized Support: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

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

Strategies Used for Student Growth/Development: 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 that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection. The school (and congregation/s) has and effectively implements a written evangelism plan for students and their families.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

C2. Parent/Community Involvement *To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?*

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Use of Community Resources: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

Parents/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources *To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes?*

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

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

Facilities: The school's facilities are adequate, safe, functional and well-maintained and support the school's mission, desired learner goals, and educational program.

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.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

D2. Resource Planning *To what extent do the governing authority and the school execute responsible resource planning for the future?*

Long-Range Resource Plan: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning of schoolwide learner outcomes and academic standards.

Use of Research and Information: The school uses research and information to form the master resource plan.

Involvement of Stakeholders: Stakeholders are involved in the future planning.

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

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