Focus on Learning

THE ACCREDITATION MANUAL

2016 ACS WASC EDITION

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
www.acswasc.org

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Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200
Burlingame, CA 94010

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Preface

If educational organizations are to concentrate all their energies and resources on successful student learning, a holistic, honest examination of the actual program for students is required. Through the use of empowering criteria, new communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school community members into meaningful schoolwide improvement and accountability. The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), utilizes a protocol for accrediting schools entitled *Focus on Learning* as part of a cycle of continuous school improvement.

The *Focus on Learning* process has been widely accepted throughout the ACS WASC region as integral to the "heart" of education — successful student learning. This has been demonstrated through a variety of *Focus on Learning* adaptations as ACS WASC works jointly with numerous educational associations. Public, independent and church-related private K–12 and adult schools value the "basic components" of *Focus on Learning* that can be "institutionalized" as the schools address growth areas that impact student learning. These include: (1) the defining of quality achievement of schoolwide learner outcomes for every student by all stakeholders; (2) schoolwide interdisciplinary dialogue based on evidence gathering and analysis about what students are doing and producing; and (3) the development, implementation, and accomplishment of a schoolwide action plan. Therefore, all schools view the *Focus on Learning* process as a living document.

Overview

Improving Student Learning

Self-Study

- Refine Student/Community Profile
- Clarify schoolwide learner outcomes
- Identify critical learner needs
- Review progress on schoolwide action plan from previous self-study
- Analyze the quality of all students' learning, the programs and processes based on ACS WASC criteria
- Revise the schoolwide action plan and monitoring process

Visit

- Work with visiting committee chair to support the self-study process
- Gain insight and perspective from visiting committee regarding school program based on ACS WASC criteria and student learning data

Follow-Up

- Refine, implement, and monitor schoolwide action plan
- Analyze evidence of student achievement of academic standards and schoolwide learner outcomes
- Refine next steps
- Inform school community of progress

Focus on Learning: Overview

Background

Focus on Learning 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 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?

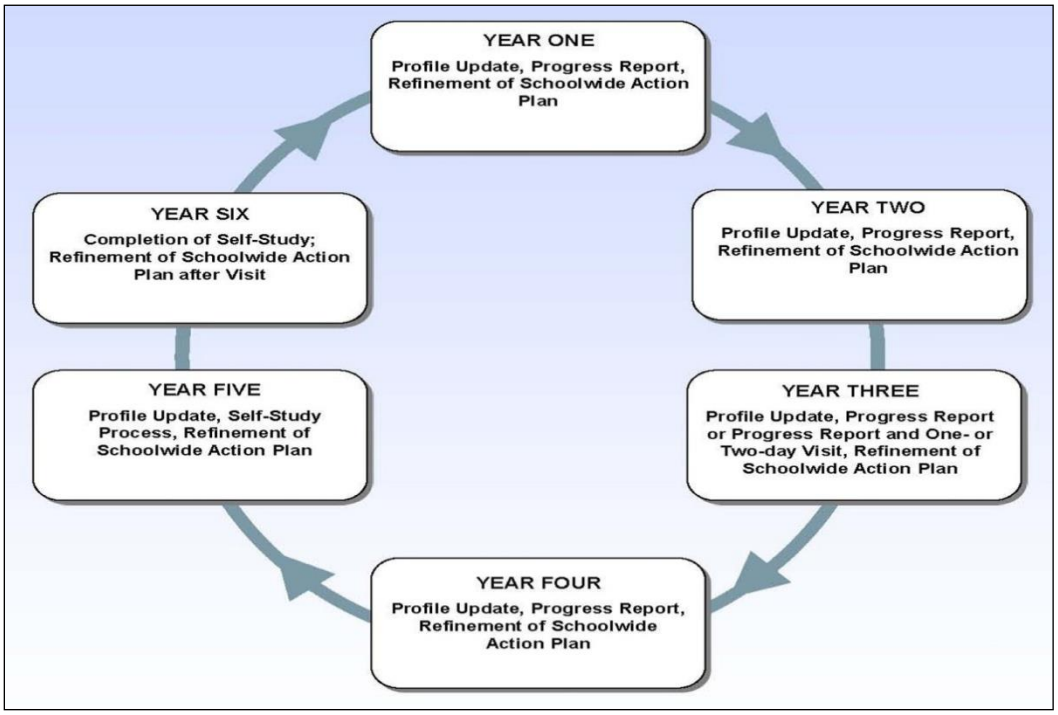
Through the *Focus on Learning* process a school fulfills the requirements for accreditation and forms the basis for the school's action plan through the use of a single set of research-based criteria.

School Improvement Cycle

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: the process is guided and assisted by the 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, identified critical learner needs, and academic standards. In addition, schools must review the progress on the current schoolwide 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 ACS WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school 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 action plan and so continues the cycle of improvement.

ACS WASC Accreditation Cycle of Quality for Schools

The ACS WASC six-year cycle demonstrates the ongoing improvement cycle.



ACS WASC Accreditation Cycle of Quality

Year Six — Past Cycle: Completion of self-study/visit/refinement of schoolwide action plan

New Cycle

Year One: Profile update, progress report, refinement of schoolwide action plan

Year Two: Profile update, Progress report, refinement of schoolwide action plan

Year Three: Profile update, mid-cycle progress report (potential one- or two-day review), refinement of schoolwide action plan

Year Four: Profile update, progress report, refinement of schoolwide action plan

Year Five: Review of all profile data, progress report, self-study process, refinement of schoolwide action plan

Year Six: Completion of self-study, including refinement of schoolwide action plan; full self-study visit, including further revision of schoolwide action plan after the review of visiting committee report

Accreditation Principles

The ACS WASC accreditation principles, embedded within the Focus on Learning (FOL) process and reflected in the ACS WASC Accreditation Cycle of Quality, enable a school to demonstrate:

1. Accomplishment of its vision, mission, and schoolwide learner outcomes
2. High achievement of all students in relation to schoolwide learner outcomes and academic standards
3. Use of multiple ways to analyze data about student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning
4. Evaluation of the program effectiveness in relation to 1) impact on student learning based on schoolwide learner outcomes, critical learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the ACS WASC criteria
5. Alignment of prioritized findings to a schoolwide action plan focusing on student achievement
6. Ongoing improvement/accountability
7. Total involvement and collaboration of all stakeholders.

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

An essential element of systemic school improvement is the collective vision on the part of the school's stakeholders for all students: what all students should know, understand, and be able to do to be globally competent citizens. What are the current and future learning needs of the students? What does it mean to be an educated person? What is the most effective preparation of students for their future? The schoolwide learner outcomes should include the identified critical learner needs of the students.

This vision and mission provide the school's foundation for establishing schoolwide learner outcomes and academic standards which drive the instructional program and the support operations of the school.

Importance of School's Academic Standards

Academic 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. 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. This approach assists the

schools in defining the quality accomplishment of the complementary schoolwide learner outcomes and the degree to which all students are achieving them.

Criteria

The 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 four categories:

1. Organization for Student Learning
2. Curriculum, Instruction, and Assessment
3. Support for Student Personal and Academic Growth
4. Resource Management and Development

See page 9 for a complete listing.

Importance of Data Analysis

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

1. Identified critical learner needs
2. Related schoolwide learner outcomes
3. Academic standards
4. Effectiveness of the program and operations based on ACS WASC criteria and its impact on student learning.

Examples of strategies which will be used for this review are the examination of student work; observing students engaged in learning; interviewing students about what they are learning; reviewing group test data; and analyzing feedback from parents, graduates, and the community.

Outcomes of Self-Study

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 completing the self-study the school will have accomplished:

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 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.

Flexibility

As long as the school adheres to the *outcomes*, there is flexibility in the self-study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the *outcomes* listed above have been met in the self-study report preface.

Focus on Learning Self-Study Process

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

1. Leadership Team
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 quality of the school program based on the ACS WASC criteria. The Home Groups will share the results within the Focus Groups.

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to substantively improve student learning. The work of each Focus Group is organized around all or portions of the four categories of criteria with emphasis upon the identified critical learner needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learner need of reading (e.g., effective communicator, the learner outcome) participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of each critical learner need and the related schoolwide learner outcome for this Focus Group? Each Focus Group uses the analysis of the criteria to determine what needs to be done to promote student achievement.

Therefore the specific tasks of the self-study focus on evaluating the school against the criteria and assessing the degree to which all students are achieving the schoolwide learner outcomes. These steps are given below:

Task 1: Refine the student and community profile; clarify the school's core beliefs, vision, mission and the schoolwide learner outcomes.

Task 2: Summarize progress on the schoolwide action plan that integrated identified critical areas for follow-up since the previous full self-study.

Task 3: Summarize implications of the data and progress, identify 2 to 3 critical learner needs, and determine important related questions for use in the Home/Focus Groups.

Task 4: Using the ACS WASC criteria, the schoolwide learner outcomes (including the identified critical learner needs):

- Analyze the quality of the school program
- Synthesize and summarize the findings
- Determine aligned strengths and growth needs.

Task 5: Revise or create a comprehensive action plan that will drive achievement of the schoolwide learner outcomes. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.

Visit

After careful study of the School Report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The visiting committee gives insight to the school through dialogue with the Focus Groups and with the Home Groups about the self-study findings and by its own review of evidence and student work. The visiting committee and the Leadership Team and Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the critical learner needs, the schoolwide learner outcomes, the academic standards, and the ACS WASC criteria.

Accreditation Status Factors

The Accrediting Commission for Schools grants accreditation based on the findings of the Visiting Committee. Accreditation factors have been developed by the Commission that reflect the overall aspects of the ongoing school improvement process or accreditation. These factors have incorporated the five outcomes of the self-study process, the ACS WASC criteria organized by categories, and important emphases already present within the ACS WASC criteria. These factors are the following:

1. Involvement and collaboration of stakeholders in the self-study that accomplish the five parameters of the self-study.

2. Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations.
3. *Organization for Student Learning* that supports high achievement for all students.
4. *Curriculum, Instruction, and Assessment* that supports high achievement for all students.
5. *Support for Student Personal and Academic Growth* that supports high achievement for all students.
6. *Resource Management and Development* that supports high achievement for all students.
7. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.
8. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.
9. The capacity to implement and monitor the schoolwide action plan.

Follow-up

After the visit, the school refines and implements the action plan for school improvement. The plan integrates the critical areas for follow-up identified by the visiting committee. The school annually reviews progress, and refines the "next steps" in meeting the goals of the 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 critical learner needs. The governing board is involved in the ongoing improvement process and ensures that the follow-up process is integral.

Focus on Learning:
ACS WASC Schoolwide Criteria

A. Organization for Student Learning

School Purpose

1. The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student.

Governance

2. The governing authority (a) adopts policies which are consistent with the school's vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

School Leadership

3. The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes; (b) empowers the staff; and (c) encourages commitment, participation and shared accountability for student learning.

Staff

4. The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

School Environment

5. The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Reporting Student Progress

6. The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report student progress to the rest of the school community.

School Improvement Process

7. The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

B. Curriculum, Instruction, and Assessment

What Students Learn

1. The school provides 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.

How Students Learn

2. The professional staff (a) uses research-based knowledge about teaching and learning, and (b) designs and implements 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.

How Assessment is Used

3. Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward schoolwide learner outcomes, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

C. Support for Student Personal and Academic Growth

Student Connectedness

1. Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Parent/Community Involvement

2. The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

D. Resource Management and Development

Resources

1. The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

Resource Planning

2. The governing authority and the school leadership execute responsible resource planning for the future.

Key Terminology

To ensure common understanding of the language that is used in the criteria and the *Focus on Learning* process, the following explanations are provided and will be operational for *Focus on Learning*.

Accreditation

A process of ongoing school improvement that examines all aspects of the school program and operations in relation to the impact on high-quality student learning. A school conducts a self-study that serves as the basis for review by a visiting committee of professional educators who assist the school in assessing the school's effectiveness of the school's program and operations and their impact on student learning. The school is assessed on the degree to which the school is meeting the ACS WASC criteria and related accreditation factors that emphasize the important aspects of the ongoing school improvement process.

Accreditation Status

A status granted by the ACS WASC Commission within the ACS WASC Accreditation Cycle of Quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. The status is based on the evidence contained in the school's report and reviewed during the school visit that indicates the following: the degree to which high achievement by all students is occurring; the capacity of the school to implement, monitor, and accomplish the action plan aligned to the areas of greatest need impacting student achievement.

Accreditation Factors Based on Accreditation Principles

The important aspects of the accreditation process based on the accreditation principles: 1) accomplishment of the vision, mission, and schoolwide learner outcomes; 2) high achievement of all students in relation to schoolwide learner outcomes and academic standards; 3) use of multiple ways to analyze data about student achievement; 4) evaluation of the program effectiveness based on schoolwide learner outcomes (critical learner needs) and academic standards; 5) alignment of prioritized findings to a schoolwide action plan focusing on student achievement; 6) ongoing improvement/accountability; and 7) total involvement and collaboration of all stakeholders.

ACS WASC Criteria, Indicators, and Prompts

ACS WASC criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner outcomes and academic standards. **Indicators** highlight important points of the ACS WASC criteria. **Prompts** are analytical questions that help guide the analysis, examination, and evaluation of the school in relation to the ACS WASC criteria and indicators; this results in specific findings supported by evidence and the determination of strengths and growth areas.

All Students

A reference to the belief that all students can learn at high levels and should have sufficient support to enable them to achieve the schoolwide learner outcomes. Every student enrolled in the school, regardless of subpopulation or unique characteristics, is included.

Challenging Relevant Coherent Curriculum

A demanding curriculum that is viewed as a broadly conceived concept and is based on themes and concepts that encourages students to achieve at high levels, to use "higher order thinking skills," and to apply and synthesize knowledge that prepares them to be globally competent.

Critical Learner Need

Based on the analysis of multiple sources of data, an identified priority student learning need for which immediate attention must be given throughout the analysis of the school based on the ACS WASC criteria and the resulting schoolwide action plan.

Current Educational Research and Thinking

Research and related discourse and publications on education and learning. Examples include the work of such authors as Richard Elmore, Doug Reeves, Grant Wiggins, Jay McTighe, Michael Fullan, and Robert Marzano; publications on state, national, and subject area standards; and government, business and industry research.

Online Instruction: Definitions applicable to all types of online instruction

Asynchronous Learning: A learning environment in which everyone participates at the different times. Examples are email, online discussion forums, message boards, blogs, podcasts, etc.

Synchronous Learning: A learning environment in which everyone participates at the same time.

Online Instruction: Education in which instruction and content are delivered primarily over the Internet for course completion and earned credit.

Correspondence Education: Consists of stand-alone educational materials or software, such as broadcast television, radio, video cassettes, or educational software that is completed by students in their own home at their own pace.

Distance Education: General term for any type of educational activity in which the participants, student and teacher, are at a distance from each other.

Blended Learning: Blended learning is any time a student learns in part at a supervised brick-and-mortar location away from home and learns at least in part through online delivery with some element of student control.

Online Support Materials: Refers to the general use of online resources by teachers in the traditional classroom environment. This use of online materials in classrooms is a supplement to instruction and is not considered online instruction that leads to course completion and the awarding of credit.

Outcomes of Self-Study

Through completing the *Focus on Learning* self-study process the school will have accomplished:

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 schoolwide learner outcomes (including critical learner needs), academic standards, and ACS WASC criteria.

Portfolio

A collection of representative student work.

Purpose

A clarification of the beliefs, vision, and mission held by members of the school community about what the school can do for students with respect to knowledge, skills, and understandings through the school program.

School Community

The school community includes (1) local business and industry, educational institutions, agencies, and service organizations; (2) parents, students, school board; and (3) all employees.

Schoolwide Action Plan

The overall improvement strategies as a result of the self-study process that is reviewed and refined regularly based on progress and impact on student learning. Schools are guided by one action plan that has integrated all initiatives.

Schoolwide Learner Outcome

What each student should know, understand and be able to do upon exit (e.g., graduation) from the school, or by the time the student completes the planned program in order to be globally competent. These learner outcomes are collaboratively developed and represent the focus of the entire school community based on current and future learning needs of the students. These global outcomes must be assessed as they complement the school's vision, mission, and academic standards.

Special Needs

Students who need additional physical and/or mental support services to accomplish the schoolwide learner outcomes at their maximum potential.

Standards-based System

Curriculum, instruction, assessment, and reporting to parents, students, and the public are all aligned to a common set of standards.

Self-Study Coordinator (SC)

The facilitator/leader of the school's accreditation process in collaboration with the school leadership.

Stakeholders

A general term referring all members of a school community: administrators or leadership, governing board, teachers, support staff, students, parents, etc.

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 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 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 action plan
    b. The operating schoolwide action plan
    c. Annual progress reports.
7. Based on the 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, critical learner 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.

School Self-Study Coordinator
Self-Study 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 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 support mechanisms such as board understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.**

3. **Establish a process for ongoing communication with staff about the accreditation process and cycle of quality. Initially orient staff and other stakeholders.**

   This orientation should include:

   a. An explanation of the ACS WASC accreditation process along with its benefits to the school community
   b. An overview of the *Focus on Learning* self-study process
   c. The interrelationship between schoolwide learner outcomes and academic standards
   d. The understanding of the 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 sharing updated findings from the profile analyses, discussion about the implications of the data and identification of the critical learner needs and their relationship to the schoolwide learner outcomes, strategies to gather and analyze evidence related to student learning and the ACS WASC criteria, review of the findings from all Focus Groups, and input on refining the schoolwide action plan.

4. **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; this analysis is also done in relation to two to three identified critical learner needs, related schoolwide learner outcomes and academic standards that the Leadership Team selected based on student achievement data.

5. **Prepare self-study materials. (These can be distributed electronically.)**

   Suggested information for the self-study packets include: the overview, ACS WASC criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. *Add to the materials: the student/community profile, the progress report, the summary of the profile and progress data (Chapters I–III).*

6. **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.**

7. **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 *outcomes* 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 schoolwide learner outcomes, academic standards, standardized testing and reporting and local assessment data, and assigned criteria
   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 observations of students working
   g. The essential participation in regular meetings to review progress of the self-study.

➔ **Note**: The self-study coordinator and principal should work with the Leadership Team to clarify its purpose and to develop group norms.

Additional School Coordinator Checklists

- The **School Self-Study Coordinator Visit Preparation Checklist** can be found on page 123.
- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 171.
- The **School Coordinator Checklists** can be found on the ACS WASC website.

Self-Study Self-Check Questions

In addition to the organizational self-check questions listed above, 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 self-study coordinator and other Leadership Team members.

ACS WASC Focus on Learning Self-Check Questions

School Timeline and Committees

- 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 oversee action plan sections?

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

- 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?
- 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? See Task 3.
- 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 for them to be globally competent?
- Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?

ACS WASC FOL, Task 2 (Progress Report)

- 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 action plan?
- Did the school address each section of the action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner 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 action plan?

ACS WASC FOL, Task 3 (Summary of Profile and Progress Data)

- 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 members of the school community as the implications and identification of the critical learner needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2–3 critical learner needs to the schoolwide learner outcomes and their descriptors?
- Is there commitment to accomplishing the school's vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?
- Have the 3–4 important questions been determined that will be discussed within the Home/Focus groups?
- Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?

ACS WASC FOL, Task 4 (Assessment of Program)

- Was the analysis of the school program done in relation to the accomplishment of the critical learner 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?

ACS WASC FOL, Task 5 (Refinement of the Schoolwide Action Plan)

- 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?
- 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?

Model Timeline: Flow of Activities
— Year Prior to Self-Study —

November–March Activities	Participants	Product in Self-Study
Tasks 1: • Refine the student/community profile, based on analyzed and disaggregated data • Clarify the vision, mission and schoolwide learner outcomes	– Leadership Team and/or Student Profile Committee – Focus Groups	Chapter I: Student/Community Profile
Task 2: • Summarize progress since previous full self-study	– Leadership Team – All Stakeholders	Chapter II: Progress Report on schoolwide action plan, including integrated critical areas for follow-up
Task 3: • Summarize implications of the data and progress; identify 2 to 3 critical learner needs; determine important related questions for use in the Home/Focus Groups	– Leadership Team – All Stakeholders	Chapter III: Summary of Data and Progress
March–June Activities and September–December Activities		
Task 4: • Analyze the quality of the school program in relation to the ACS WASC criteria with emphasis on the identified critical learner needs and related schoolwide learner outcomes • Synthesize the information, determine strengths and growth needs, and identify potential action steps	– Focus Groups – Home Groups	Chapter IV: Self-Study Findings • Notes/evidence for informational sharing between Home Groups and Focus Groups • Self-Study Report, Chapter IV, "Self-Study Findings" • Pertinent evidence available for review by visiting committee
Task 5: • Revise the comprehensive schoolwide action plan • Define schoolwide and subgroup growth targets • Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan	– Leadership Team – All Stakeholders via Home and Focus Groups	Self-Study Report, Chapter V, "Schoolwide Action Plan"
February March–Ongoing Activities		
• The visit	– School/Visiting Committee	VC report
• No later than six weeks following the visit submit an updated action plan to ACS WASC incorporating critical areas for follow-up left by the visiting committee	– School	Updated action plan
• Implement and monitor the schoolwide action plan and its impact on student learning	– School	Ongoing progress reports for school

Self-Study Report Format

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

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 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 and Supporting Data and Findings

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.

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 critical learner 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 four **criteria categories** are:

A. Organization for Student Learning
B. Curriculum, Instruction, and Assessment
C. Support for Student Personal and Academic Growth
D. Resource Management and Development.

Chapter V: Schoolwide Action Plan

A. Revise the single 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.
C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Appendices

A. Results of student questionnaire/interviews
B. Results of parent/community questionnaire/interviews
C. Master schedule
D. Additional details of School Programs
E. Graduation requirements
F. Any pertinent additional data (or have on exhibit during the visit)
G. Budgetary information, including budget pages from the school's action plan
H. Glossary of terms unique to the school.

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 should be adapted to fit local conditions.

Schools 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

- Facilitate the review and refinement of the vision, mission, and schoolwide learner outcomes
- Assist the Organization for Student Learning Focus Group in responding to A1, School Purpose, and A2, Governance and Resources; assist the Resource Focus Group
- Facilitate the entire analytical self-study process, including the data analysis and identification of the critical learner outcomes
- Create and regularly continually refine the schoolwide action plan using findings of Schoolwide Focus Groups
- Coordinate the follow-up process to monitor the implementation and the accomplishment of the 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 support staff groups (and others)
- Chair of student committee (and others)
- Chair of parent committee (and others)
- Representative(s) of School Site Council and other advisory committees
- Important others, e.g., business/industry partners, allied community organizations.

➔ **Note for Small Schools**: In small schools, Leadership Teams and governance groups may be composed of the same people. It is important to ensure that from the beginning the *Focus on Learning* process meets the other planning needs of the school, so that efforts will not be duplicated.

Student/Community Profile Committee

- Development/refinement of student/community profile.

Members of the committee:

- Administrator(s)
- Certificated staff
- Students
- Parents.

Schoolwide Focus Groups

- 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 certificated staff members from the various disciplines and other stakeholders; the suggested size of a group is 12 to 15.
- 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., separate groups for Curriculum, Instruction, and Assessment).

Members of the Focus Groups:

- Administrator
- Faculty member(s) from each subject area and a variety of programs
  - History – Social Science
  - English-Language Arts
  - Mathematics
  - World Languages
  - Online Instruction
  - Other Specialized Instruction
  - Physical Education
  - Science
  - Visual and Performing Arts
- Faculty and Support staff member(s)
  - Counselors
  - Program Coordinators
  - English as a Second Language
  - Library/Media Teachers
  - Special Education
  - Health Services
  - Instructional Assistants
  - Clerical/Office Staff

  - Custodial Staff
  - Food Services
  - Transportation Staff
  - Security Staff
- Students
- Parents/Caretakers
- School board member (member of one Schoolwide Focus Group).

➔ **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.

Home Groups: Subject Area Groups

- Analysis of what is being taught and learned with respect to critical learner needs, selected schoolwide learner outcomes, academic standards, other curricular references, and ACS WASC criteria.

Members of the subject area groups:

- All certificated personnel in a given subject area
- Instructional assistants.

➔**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 of the support services. In these cases subject area support 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: Support Staff Groups

- Analysis of program students are receiving with respect to critical learner needs, selected schoolwide learner outcomes, ACS WASC criteria, and other references
- Support staff groups include groups that contribute to the success of all students. Examples are given below, but schools should establish groups that are appropriate for their particular circumstances.

Members of the support staff groups:

- Counselors
- Program coordinators
- English as a Second Language
- Library-Media Teacher/AV specialist
- Special Education
- Health Services
- Instructional assistants
- Clerical/office assistants

- Administrators
- Custodial staff
- Food services
- Transportation staff.

Home Groups: Student Group

- Analysis of program from a student perspective with respect to critical learner needs, selected schoolwide learner outcomes, and 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

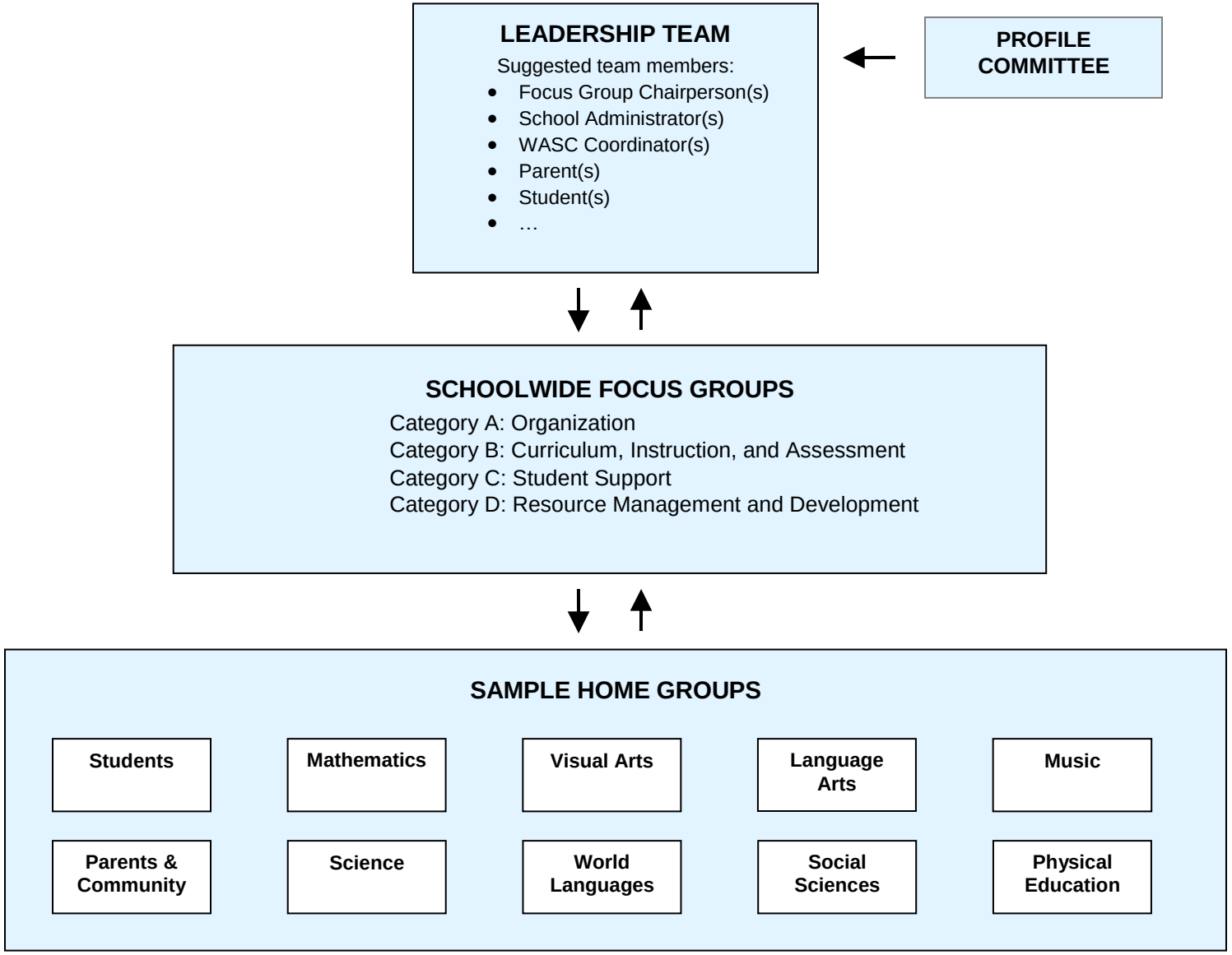
- Analysis of program from a parent/community perspective with respect to critical learner needs, selected schoolwide learner outcomes, and ACS WASC criteria.

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**: There may be other types of Home Groups; for example, schools with professional learning communities. 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 or 3–5 Home Groups.

Self-Study Committee Structure



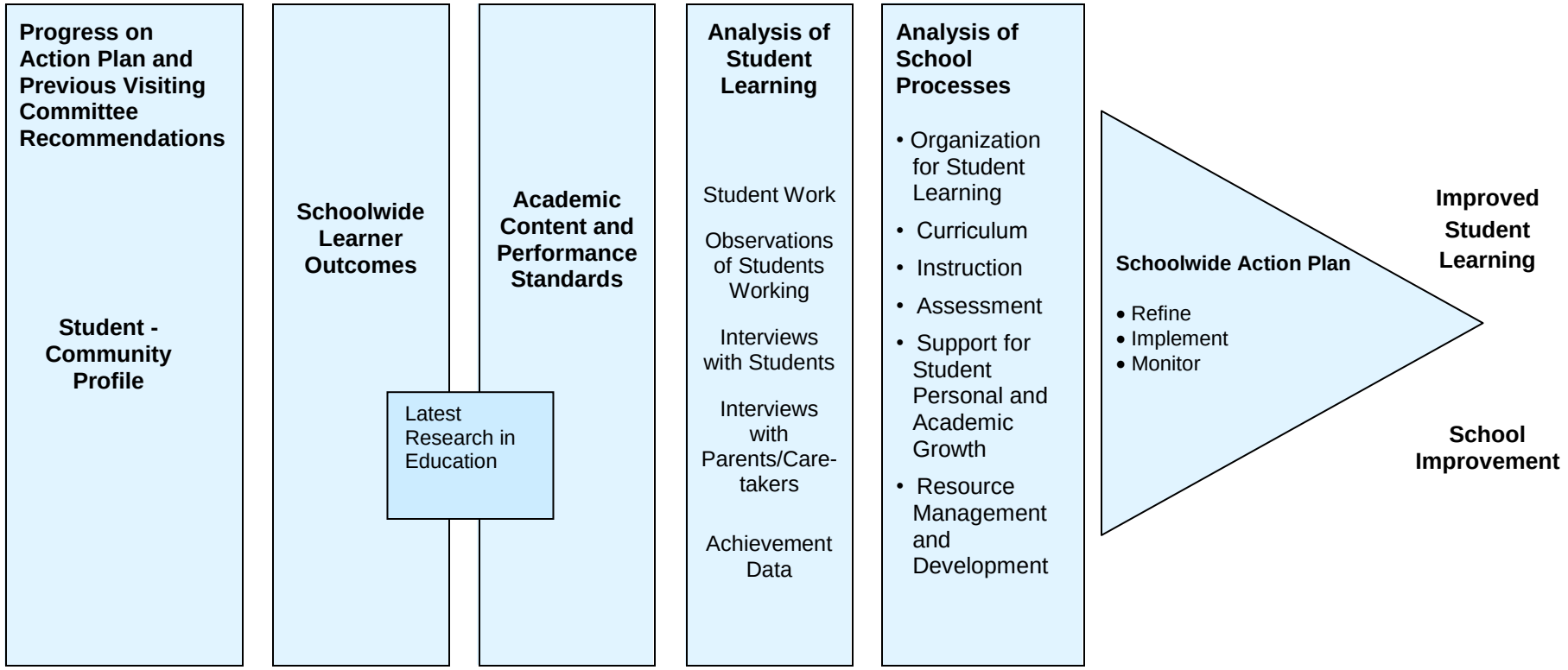
The Self-Study

Explanation of Self-Study Tasks

The five tasks presented in this section assist the school in accomplishing the *five outcomes 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.

MODEL PROCESS	Expected Outcomes of ACS WASC Focus on Learning Process				
	1 Involvement of Stakeholders	**2** Clarification of Learner Outcomes and Academic Standards	**3** Analysis of Data about Students and Student Achievement	**4** Assessment of Quality of School Program and Student Learning ACS WASC Criteria: - Organization - Curriculum - Instruction - Assessment - Student Support - Resource Management and Development	**5** Alignment of Schoolwide Action Plan and Capacity to Implement and Monitor Process
Task 1 Refine the student/community profile, based on analyzed and disaggregated data. Clarify the schoolwide learner outcomes.	✓	✓	✓		
Task 2 Summarize the progress based upon the schoolwide action plan that included critical areas of follow-up from the last full self-study.	✓				✓
Task 3 Summarize implications of the data; identify 2 to 3 critical learner needs; determine important related questions for Home/Focus groups.	✓				✓
Task 4 Evaluate the quality of the school program in relation to the ACS WASC criteria with emphasis on the identified critical learner needs and correlated schoolwide learner outcomes. Synthesize the information, determine strengths and growth needs, and identify potential action steps.	✓	✓	✓	✓	✓
Task 5 Revise the comprehensive schoolwide action plan. Define schoolwide and subgroup growth targets. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.	✓	✓			✓

ACS WASC FOCUS ON LEARNING PROCESS



Expected Outcomes of the Improvement Process

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 schoolwide learner outcomes, academic standards, and 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.

Task 1: Refine student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes

➔ **Note**: The purpose of this profile is to provide a source of basic data that can be used for other statewide program processes.

Product

- **Task 1**: Self-Study Report: Chapter I: **"**Student/Community Profile—Data and Findings"

  Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)

  - Demographic data
  - Student performance data
  - Perception data.

Appendices:

A. Results of student questionnaire/interviews
B. Results of parent/community questionnaire/interviews
C. Master schedule
D. Additional details of school programs
E. Graduation requirements
F. Any pertinent additional data (or have on exhibit during the visit)
G. Budgetary information, including budget pages from the school's action plan
H. Glossary of terms unique to the school.

Participants

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

Procedures

1. Leadership Team and/or Student Profile Committee:
   a. Review the student/community profile guide and the current student/community profile. (See the guide on the following pages.)

      The student/community profile should include both *demographic data*, describing the school, its students, and staff and performance and *outcome data*, describing the students' achievements. A summary of information or *perceptions* collected about how stakeholders view the school may also be included.

   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***, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data. Include any student and/or parent survey data.

f. Include data about one or two schoolwide learner outcomes, at a minimum.

2. Leadership Team and/or Student Profile Committee:

   Review the core values and beliefs, the vision, the mission and existing schoolwide learner outcomes. Use the profile data and discuss the critical learner needs, future challenges, and needed competencies.

   - What are the current and future learning needs of the students?
   - What does it mean to be an educated person?
   - What is the most effective preparation of students for their future?

   Include the schoolwide learner outcomes in the profile with pertinent comments about modifications.

   Refine the schoolwide learner outcomes and indicators as needed. Include the schoolwide learner outcomes and any pertinent comments in the profile. (**Note**: New schools should describe the process used to determine or clarify these.)

3. Leadership Team and Student Profile Committee

   Prepare a draft overall summary of what these data sources tell 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).

   - What are the implications of the data with respect to student performance?
   - Select two to three critical learner 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 and demographic data.

   ➔ **Note**: The identified critical learner 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 other 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? See Task 3.

- 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?
- Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?

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. ACS 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 IB Diploma Program, Advanced Placement, and school/college partnerships.

  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.

Focused 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 extended learning opportunities
- Specific technical requirements
- Teacher and support staff qualifications
- Curriculum offered both onsite or outsourced
- Types of assessments and assessment process
- How programs support college, career and other goals
- Orientation process for incoming students to understand expectations
- Frequency of student/teacher interaction
- Support for equal access, academic and personal counseling, college/career preparation support, and health services
- Partnerships including business, industry, and community, including higher education.

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 focused 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., CAT, ITBS, ERB, MAPS.
2. Local assessments, e.g., 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. International Baccalaureate results
6. 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"

Summary of progress on the entire action plan that incorporated the critical areas of follow-up from the last full self-study.

➔ **Note**: Have available for review by the visiting committee prior progress reports and earlier (annual) versions of the schoolwide action plan.

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 visiting committee report for the prior full visit and any recommendations from subsequent visits/reports.

   ➔ **Note**: Schools that have had initial visits should respond to the recommendations left at that time.
3. **Ongoing Follow-up Process**: Comment on the process for implementing and monitoring.

   Comment on how the student/community profile and the annual progress reports, 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 focusing on student learning.
4. **Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals**:
   a. For each current action plan goal or section, indicate how it relates to one or more of the critical areas for follow-up or any additional recommendations. (i.e., cross-reference).
   b. Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical learner needs and one or more schoolwide learner outcomes for all students. Include:
      - How was the goal determined?
      - What impact has the goal had on student learning?
      - To what extent have the action plan growth targets been met over the past years?
   c. Cite evidence; reference the student performance data as appropriate.

5. **Critical Areas for Follow-up not currently in the Action Plan**: Comment separately on the critical areas for follow-up that have already been addressed and are currently not in the plan. In addition, comment on those "just do its" or isolated critical areas for follow-up that were not included in the ongoing 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 of follow-up and recommendations identified by visiting committees since the last full self-study were integrated into the action plan?
- Did the school address each section of the action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas of follow-up were addressed that were not part of the action plan?

Task 3: Summarize the implications of the profile and progress data; identify 2 to 3 critical learner needs; determine important related questions for Home/Focus groups

Product

- Task 3: Self-Study Report: Chapter III: "Student/Community Profile — Overall Summary from Analysis of Profile and Progress Data"
  1. What are the implications of the profile and progress data with respect to student performance since the prior self-study (or initial visit)?
  2. Based on past performance and current data, select two to three critical learner needs, noting the correlated schoolwide learner outcomes.
  3. List 3–4 important questions that have been raised by the analysis of the student performance, demographic, and perception data and the progress data. (These will be used in the Home and Focus Group work.)

Participants

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

Procedures

1. Leadership Team:
   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 critical learner needs.

      Use the following questions:

      - Who are the students?
      - How are they performing?
      - Who's achieving? Who's not achieving?
      - What has been accomplished? What is in progress?

   b. Have the staff and other stakeholders generate from the discussion their overall implications, critical learner needs, and important questions. This will be an important verification of the draft work done by the Leadership Team and Profile Committee on these areas.
   c. Determine if there is agreement on the identified critical learner needs and important questions. Are there additions? (**Note**: These critical learner needs and questions will be addressed through the Home and Schoolwide Focus Group dialogue.)
   d. Use the implications, critical learner needs, and questions identified by the staff and additional Leadership/Profile Committee notes to finalize the summary.

e. Determine if there needs to be any further modification of the schoolwide learner outcomes in relation to inclusion of the critical learner needs. Make appropriate modifications and include those in Chapter I, the Student/Community Profile.

➔ **Note**: The identified critical learner 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 identified critical learner 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 members of the school community as the implications and identification of the critical learner needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2–3 critical learner needs to the schoolwide learner outcomes and descriptors?
- Is there commitment to accomplishing the school's vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?
- Have the 3–4 important questions been determined that will be discussed within the Home/Focus groups?
- Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?

Task 4: Evaluate the quality of the school program in relation to the ACS WASC criteria with emphasis on schoolwide learner outcomes; 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 four criteria categories are:

A. Organization for Student Learning

B. Curriculum, Instruction, and Assessment

C. Support for Student Personal and Academic Growth

D. Resource Management and Development

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 mutually shared with each other. If these are carefully planned, there do not need to be an excessive number of either Home or Focus Group meetings. Home Groups are typically organized around curricular areas and other roles/responsibilities, such as data groups or vertical areas of emphasis. Notes or summaries from Home Groups that included the analysis of student work based on the critical learner needs will be used by Focus Groups. Focus Groups are organized around the ACS WASC criteria categories and concentrate on the analysis of the school program, emphasizing the critical learner needs, related schoolwide learner outcomes, and the important questions about students and learning.

Procedures

1. **Schoolwide Focus Groups**: (**Note**: Ensure all stakeholders have discussed the student/community profile and 2-3 critical learner needs.)
   Review and discuss all four categories of criteria in order to understand that these concepts are guidelines for systematic school improvement. The focus is on student accomplishment of the schoolwide learner outcomes and critical learner needs. These criteria will be used to evaluate the school program in relation to the school's vision, mission, schoolwide learner outcomes, and critical learner needs.

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

2. **Schoolwide Focus Groups**:
   a. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category and decide what is already known from experience at the school.
   b. Review the profile and progress report data and summary about the implications, critical learner 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. Review the list of areas to analyze and examine for each criterion to assist with this discussion.
   e. Particularly, decide what 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 critical learner needs and related schoolwide learner outcomes. Written conclusions from this study must be summarized and shared with all Focus Groups, especially, Curriculum, Instruction, and Assessment and Accountability.

   What have the Home Groups learned from examining student work related to the critical learner needs?

3. **Home Groups**:

   Gather and analyze the data and information that is needed by the Focus Groups, including examining of student, observing student engagement, conducting walkthroughs, and interviewing or surveying students.

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 critical learner needs, related schoolwide learner outcomes, and academic standards. Then examine the school program in relation to the ACS WASC criteria/indicators/prompts assigned to the Focus Group. (Note: The Leadership Team can assist the Organization for Student Learning and Resource Management and

Development Focus Groups with the following criteria: A1, School Purpose, A2, Governance, D1, Resources, and D2, Resource Planning.)

What do we know about the impact this part of the school's program and operation has 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 ACS WASC criteria/indicators/prompts, especially in relation to the identified critical learner needs, related 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 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 critical learner needs and important related questions.

   d. For the assigned criteria category, identify major areas of strength and prioritized growth areas that show 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 critical learner 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 comprehensive schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

➔ **Note**: The product is a revised schoolwide action plan based on the results of the self-study. The school integrates the school initiatives into one overall plan.

Product

- Self-Study Report
- Chapter V: "Schoolwide Action Plan"

A. Revise the schoolwide action plan. For each section include the elements listed below:
   - Statement of area for improvement that is student-focused
   - Rationale for area based on self-study findings
   - Link to one or more critical learner needs and schoolwide learner outcomes
   - Ways of assessing progress, including student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards
   - Means to monitor and report progress
   - Who is responsible and involved
   - Specific steps, including professional development
   - Timeline
   - Resources.

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 learning results (optional).

C. Describe the school's overall follow-up process for ongoing improvement process.

➔ **Note**: **the SC submits the self-study report after final Leadership Team review.**

The SC distributes the report electronically to the following people/organizations no later than six weeks prior to the visit:

- **The visiting committee members**
- **Staff members and other stakeholders.**

- **In addition:**
  - **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/.**

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 four categories and a second table for the prioritized growth areas from the four 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 relating of these to the critical learner needs.
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 meaningful action plan sections.
6. Review the current schoolwide action plan and decide upon appropriate modifications.
6. Ensure that the goals or areas for improvement are student-focused.
7. Ensure that growth targets have been established for each priority critical learner need and related schoolwide 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 the plan. Obtain all required approvals.
10. Establish process to monitor student learning based on the critical learner needs, the schoolwide learner outcomes, academic standards, and progress on each schoolwide action plan section (i.e., annual progress report to all stakeholders, the board, and advisory groups).
11. Provide an annual progress report to all stakeholders, school site council and/or advisory groups, and the board. See "The Follow-up: Making Headway" section of this manual.

Self-Check Questions

- Is the action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the action plan sections address the learning needs of 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 after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan and modify as needed?

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders in implementing the various sections of the schoolwide action plan.

Tools:
ACS WASC Criteria with Indicators, Prompts, and Areas to Analyze and Examine

ACS WASC Tools: Criteria with Indicators, Prompts, Evidence to Analyze and Examine

This section contains tools to assist a school in collecting and analyzing data as it determines the effectiveness of its program and operations in relation to student learning, *including analysis of the program and operations in relation to the identified critical learner needs*.

A Self-Study Report Microsoft Word template is available and can be found on the ACS WASC website and also as a Google Docs document on Google Drive. The tools are organized by the four categories of criteria.

Category A: Organization for Student Learning

Category B: Curriculum, Instruction, and Assessment

Category C: Support for Student Personal and Academic Growth

Category D: Resource Management and Development

The purpose of this analysis is to ensure an effective, efficient, and relevant improvement process for schools. Indicators have been listed to assist in the deeper understanding of the criteria supported by analytical prompts to guide the responses of the Focus Groups. In addition, for each criterion there is a list of areas to analyze and examine. All these tools should assist the school in its work of determining the effectiveness of the school's program and operations to support high-quality student learning.

In this analysis and evaluation using the ACS WASC criteria, indicators, and analytical prompts, include all programs such as IB Diploma Program, and school/college partnerships.

To accomplish this, use these basic directions (Task 4):

Home/Focus Group Work: Based on the ACS WASC criteria in each category:

- Review what currently exists based on the ACS WASC criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC criteria.
- Evaluate the current program's effectiveness based on the ACS WASC criteria and indicators. Use the analytical prompts to summarize the **findings and evidence**.

  Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

- Support responses with analyzed, observable evidence. (See the list of suggested evidence to analyze.)

  ➔ **Note**: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

- The responses that include ***findings and evidence*** for each criterion within Categories A–D will form the basis of Chapter IV of the self-study report.

- At the end of each category, provide an overall **summary** that includes comments about the school's ability to address one or more of the identified **critical learner needs**
- Develop a list of aligned **strengths and growth areas** for each category of ACS WASC criteria (Categories A–D).

Category A:
Organization for Student Learning

Category A: Organization for Student Learning

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student. (**Note**: school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that fosters tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Beliefs and Philosophy

A1.1. Indicator: The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

A1.1. Prompt: *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Purpose, Schoolwide Learner Outcomes, and Profile Data

A1.2. Indicator: The student/community profile data has impacted the development of the school's vision and mission and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.*

Involvement of All

A1.3. Indicator: 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.

A1.3. Prompt: *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

Consistency of Purpose, Schoolwide Learner Outcomes, and Program

A1.4. Indicator: There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

A1.4. Prompt: *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent.*

Communication about Vision, Mission, and Schoolwide Learner Outcomes

A1.5. Indicator: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents and other members of the school community.

A1.5. Prompt: *Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents and other members of the school community.*

Regular Review/Revision

A1.6. Indicator: 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.

A1.6. Prompt: *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.*

Areas to Analyze and Examine

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

- The written statement of purpose reflecting the beliefs and philosophy of the school and its constituency
- Student/community profile data and its impact on the school purpose and schoolwide learner outcomes
- State, national, and international educational issues
- The degree of involvement by representatives of the entire school community in the development of the purpose and schoolwide learner outcomes
- The process for reaching consensus among the stakeholders regarding the purpose and the schoolwide learner outcomes
- The level of understanding and commitment to the purpose of the staff, students, parents and other stakeholders
- The process for regular review or revision of the school purpose and schoolwide learner outcomes based on student needs and challenges students will face in the future
- The means by which the purpose and the schoolwide learner outcomes are publicized to the school and its constituency
- The degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program
- Publications used to inform parents and community members about the school program
- Additional evidence identified by the school.

A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school's mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Clear Policies and Procedures

A2.1. Indicator: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

A2.1. Prompt: *Evaluate the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.*

Pretraining of Potential Board Members

A2.2. Indicator: 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.

A2.2. Prompt: *Evaluate the effectiveness of the training that is offered to prospective or new school board members.*

Relationship of Policies

A2.3. Indicator: The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

A2.3. Prompt: *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

A2.3. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Involvement of Governing Authority

A2.4. Indicator: 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.

A2.4. Prompt: *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

School Community Understanding

A2.5. Indicator: The school community understands the governing authority's role.

A2.5. Prompt: *To what degree does the school community understand the governing authority's role?*

Relationship to Professional Staff

A2.6. Indicator: 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.

A2.6. Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Board's Evaluation/Monitoring Procedures

A2.7. Indicator: 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.

A2.7. Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.*

Complaint and Conflict Resolution Procedures

A2.8. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.8. Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.*

Evaluation Procedures

A2.9. Indicator: The governing authority carries out clearly defined evaluation procedures.

A2.9. Prompt: *Comment on the clarity of the evaluation procedures carried out by the governing authority.*

Evaluation of Governing Authority

A2.10. Indicator: There is a process for evaluating the governing authority.

A2.10. Prompt: *Review and assess the process for evaluating the governing authority.*

Areas to Analyze and Examine

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

- The legal ownership and organization of the school
- The selection, composition and specific duties of the governing authority
- Board policies
- The connection between the governing authority's policies and the school's purpose/schoolwide learner outcomes
- The nature and extent of the school community's understanding of the governing authority's role
- The relationship between the governing authority and the responsibilities of the professional staff

- The evaluation procedures carried out by the governing authority
- The process for evaluation of the governing authority
- The degree of participation of board and district personnel in the development of the vision and schoolwide learner outcomes
- Additional evidence identified by the school.

A3. School Leadership Criterion

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes (b) empowers the staff and (c) encourages commitment, participation and shared accountability for student learning.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Indicators with Prompts

Defined Responsibilities, Practices, etc.

A3.1. Indicator: 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.

A3.1. Prompt: *Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.*

Existing Structures

A3.2. Indicator: The school has existing structures for internal communication, planning and resolving differences.

A3.2. Prompt: *How effective are the existing structures for internal communication, planning and resolving differences?*

Involvement of Staff

A3.3. Indicator: 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.

A3.3. Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?*

Evaluation of Existing Processes

A3.4. Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

A3.4. Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Areas to Analyze and Examine

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

- Administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- The existing structures for internal communications, planning, and resolving differences
- Strategies for team building used at the school
- Examples of collaboration across the school
- The process for regular review of the existing structures
- The leadership's processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning
- The level of actual staff involvement in actions focusing on successful student learning
- The degree to which the actions of the leadership are directly linked to student achievement of the schoolwide learner outcomes
- Other evidence identified by the school.

A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Employment Policies/Practices

A4.1. Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

A4.1. Prompt: *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Qualifications of Staff

A4.2. Indicator: The school reviews all information regarding staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Maximum Use of Staff Expertise

A4.3. Indicator: 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.

A4.3. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

Defining and Understanding Practices/Relationships

A4.4. Indicator: 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.

A4.4. Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

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?*

A4.5. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Support of Professional Development

A4.6. Indicator: 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.

A4.6. Prompt: *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

Supervision and Evaluation

A4.7. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.7. Prompt: *How effective are the school's supervision and evaluation procedures in order to promote professional growth of staff in all areas such as their technological training?*

A4.7. Additional Online Instruction Prompt: *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Measurable Effect of Professional Development

A4.8. Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A4.8. Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Areas to Analyze and Examine

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

- Employment policies/practices related to qualification requirements
- Information on staff background, training, and preparation

- Staff assignments to maximize use of their expertise that will result in student achievement
- The feeling of the teachers about their sense of efficacy in their work as they translate the schoolwide learner outcomes into reality in their classes
- The degree to which school leadership supports professional development with time, personnel, and fiscal resources
- The professional development or learning plans as integrated within the schoolwide action plan
- The review of how these priorities were established
- The perceptions of the staff members about the purpose and effectiveness of professional development/learning
- The evaluation procedures utilized and their effectiveness in promoting professional growth
- The degree of participation in professional opportunities that will promote student learning
- The degree to which the environment enables teachers to focus on students accomplishing the schoolwide learner outcomes
- The types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations
- The process used to determine the measurable effect of professional development on student work and accomplishment of the schoolwide learner outcomes
- The means to evaluate the effectiveness of professional development to inform planning and future decision-making
- Additional evidence identified by the school.

A5. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

Indicators with Prompts

Caring, Concern, High Expectations

A5.1. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

A5.1. Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Student Self-Esteem

A5.2. Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

A5.2. Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Mutual Respect and Communication

A5.3. Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident.

A5.3. Prompt: *What evidence supports mutual respect and effective communication among and between staff, students, and parents?*

Teacher Support and Encouragement

A5.4. Indicator: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

A5.4. Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Safe, Clean, and Orderly Environment

A5.5. Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

A5.5. Prompt: *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Areas to Analyze and Examine

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

- The policies, codes, and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
- The level of understanding of the codes of student conduct by students, teachers, and parents
- The degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Understanding and acceptance of cultural and individual differences
- 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 level of teacher support and encouragement to utilize innovative approaches to enhance student learning
- The degree to which student self-esteem is fostered through high expectations for each student and recognition of their successes
- Student work
- Students working together in a supportive manner academically or personally as appropriate
- Interview data from students, staff and leadership
- Teachers working with students during non-class hours
- Telephone and written communication to and from the home
- Additional evidence identified by the school.

A6. Reporting Student Progress Criterion

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school community.

Indicators with Prompts

Reporting Student Progress

A6.1. Indicator: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students and parents) about student achievement of the academic standards and the schoolwide learner outcomes.*

Monitoring of Student Growth

A6.2. Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

A6.2. Prompt: *Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Modifications Based on Assessment Results

A6.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

A6.3. Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

A6.3. Additional Online Instruction Prompt: *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Areas to Analyze and Examine

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

- How student progress is determined and monitored
- Existing standards used in the determination of learning
- The degree to which the linkage between what is learned and the schoolwide learner outcomes is understood by staff, students and parents (if applicable)
- Student/work performance to determine the degree to which students are achieving the schoolwide learner outcomes
- Student follow-up studies
- The procedures to communicate to the governing authority and members of the school community about student progress
- The degree of correlation between school improvement, professional development activities/topics and student progress of the schoolwide learning results

- Published lists of
  - Graduates
  - Students progressing from one level to another
  - Students pursuing further education
- Additional evidence identified by the school.

A7. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Indicators with Prompts

Broad-Based and Collaborative

A7.1. Indicator: The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

A7.1. 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.*

School Plan Correlated to Student Learning

A7.2. Indicator: 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.

A7.2. Prompt: *How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?*

Systems Alignment

A7.3. Indicator: 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.

A7.3. Prompt: *What evidence supports the 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

A7.4. Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

A7.4. Prompt: *Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Areas to Analyze and Examine

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

- Rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- The degree of correlation between the school plans and analysis of student achievement of the schoolwide learner outcomes

- The degree of systems alignment in areas such as professional goals, teacher evaluation, and planning
- The degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- Appropriate levels of specificity in the school plans
- The specific benchmarks and accountability tools used in the monitoring process
- Indications of the number of staff involved in school action plans
- Evidence of student involvement in implementing action plans
- Evidence of employer involvement in school improvement or implementation of action plans
- Data or information gathered from ongoing contact with graduates
- Additional evidence identified by the school.

ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs

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 critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category A.

Category A: Organization for Student Learning: Areas of Strength

Category A: Organization for Student Learning: Areas of Growth

Category B:
Curriculum, Instruction, and Assessment

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

The school provides 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.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/ community issues and the needs of all students.

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

Academic Standards for Each Area

B1.2. Indicator: 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.

B1.2. Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards and, if applicable, expectations within courses that meet the UC "a-g" requirements.*

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Student Work — Engagement in Learning

B1.4. Indicator: 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.

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

Accessibility of All Students to Curriculum

B1.5. Indicator: 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 all students.

B1.5. Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students through the various courses/program offered, e.g., online instruction? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.*

B1.5. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses, if applicable.*

Acceptable Student Achievement

B1.6. Indicator: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

B1.6. Prompt: *What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?*

Integration Among Disciplines

B1.7. Indicator: 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.

B1.7. Prompt: *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.*

Curricular Review, Revision, and Evaluation

B1.8. Indicator: 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.

B1.8. Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Collaborative Work

B1.9. Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

B1.9. Prompt: *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

Policies — Rigorous, Relevant, Coherent Curriculum

B1.10. Indicator: 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.

B1.10. Prompt: *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

B1.10. Additional Online Instruction Prompt: *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Articulation and Follow-up Studies

B1.11. Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

B1.11. Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Areas to Analyze and Examine

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

- The degree of consideration by the school to citations and indications of current educational research and thinking related to various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students
- The degree of consideration by the school of international/ national/ community issues and student needs in the modification of the curricular program
- The written curriculum for each subject area and level
- Minutes of meetings where curricular issues are discussed
- Evidence that schoolwide learner outcomes have been used as the basis for development of:
  - Curricular goals
  - Teaching processes
  - Evaluation of learning
  - Instructional competencies
- Articulation processes among and between levels and other schools/programs
- Evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving, and application of concepts and skills in realistic situations

- The procedures used for curriculum development, evaluation and revisions
- Policies regarding course completion, credits, grades, homework, etc., that guide student progression through the program
- Evidence of a challenging, coherent, and relevant curriculum accessible to all students, given legal parameters
- Class schedules
- Class enrollment lists
- The assessment processes used by the professional staff to measure the schoolwide learner outcomes and curricular goals or standards
- Student follow-up studies that provide insight to the effectiveness of the instruction in the preparation of students for pursuing further education, entering the work force, or meeting their personal goals
- Additional evidence identified by the school.

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements 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.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Research-based Knowledge

B2.1. Indicator: The administrators and teachers use a variety of approaches 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.

B2.1. Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

B2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Planning Processes

B2.2. Indicator: 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.

B2.2. Prompt: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Professional Collaboration

B2.3. Indicator: 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.

B2.3. Prompt: *Comment on the effectiveness of how 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. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Professional Development

B2.4. Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

B2.4. Prompt: *Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Challenging and Varied Instructional Strategies

B2.5. Indicator: 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.

B2.5. Prompt: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge and application and the development of a wide range of technological skills.*

B2.5. Additional Online Instruction Prompts: *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.*

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Technological Integration

B2.6. Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

B2.6. Prompt: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Evidence of Results based upon Challenging Learning Experiences

B2.7. Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

B2.7. Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

B2.7. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending and conducting effective research.*

Student Understanding of Learning Expectations

B2.8. Indicator: The students know the standards/expected performance levels for each area of study.

B2.8. Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Student Perceptions

B2.9. Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

B2.9. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Student Needs

B2.10. Indicator: Teachers address student needs through the instructional approaches used.

B2.10. Prompt: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Student Use of Resources

B2.11. Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.

B2.11. Prompt: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

B2.11. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Areas to Analyze and Examine

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

- The planning processes for implementation of a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school's purpose and the schoolwide learner outcomes
- Demonstration that students are actively engaged in learning, especially through examination of students working and their work
- Student use of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources
- The degree of student understanding of the expected level of performance
- The degree to which teachers implement teaching techniques that enhance the active involvement of students appropriate to the subject matter
- Students' working and their work that demonstrates critical thinking, problem solving, knowledge, and application
- The degree of involvement of students with diverse backgrounds and abilities
- Observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and schoolwide learner outcomes (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests, and online conversations)

- Perceptions of students about the learning experiences and their relationship to the schoolwide learner outcomes
- The degree to which various learning approaches of the students are addressed through the instructional approaches
- The level of teacher currency and master of instructional content relative to the subject matter
- Additional evidence identified by the school.

B3. How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

B3.1. Indicator: 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.

B3.1. Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Basis for Determination of Performance Levels

B3.2. Indicator: 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.

B3.2. Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

B3.2. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-

mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Demonstration of Student Achievement

B3.3. Indicator: 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.

B3.3. Prompt: *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

B3.3. Additional Online Instruction Prompt: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Correlation

B3.4. Indicator: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

B3.4. Prompt: *Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.*

Modification/Decisions based on Assessment Data

B3.5. Indicator: 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.

B3.5. Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Student Feedback

B3.6. Indicator: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

B3.6. Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?*

Teacher Monitoring

B3.7. Indicator: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

B3.7. Prompt: *Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.*

Areas to Analyze and Examine

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

- The nature and types of assessment that teachers regularly use to measure student progress towards acquiring a specific body of knowledge or skills such as portfolios, oral or group projects, etc.

- The correlation of assessment to schoolwide learner outcomes, curricular objectives, course competencies, and instructional approaches used
- Student work that demonstrates understanding and application of knowledge and skills
- Student portfolios, projects/performances/discussions
- Student assessment of the learning
- The monitoring of student progress over time
- The degree of effective use of student feedback as appropriate to determine whether course objectives have been met
- The modifications and revisions in the curriculum and instruction as a result of student assessment, both collectively and individually
- The degree to which parents and community are active in the learning assessment process
- The allocation of resources, including the provision for professional development opportunities, based upon assessment of the schoolwide learner outcomes
- Additional evidence identified by the school.

ACS WASC Category B. Curriculum, Instruction, and Assessment: Summary, Strengths, and Growth Needs

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 critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category B.

Category B: Curriculum, Instruction, and Assessment: Areas of Strength

Category B: Curriculum, Instruction, and Assessment: Areas of Growth

Category C:
Support for Student Personal and Academic Growth

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Adequate Personalized Support

C1.1. Indicator: 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.

C1.1. Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.*

C1.1. Additional Online Instruction Prompt: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

School Support Systems

C1.2. Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

C1.2. Prompt: *Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?*

Strategies Used for Student Growth/Development.

C1.3. 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 that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

C1.3. 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.*

C1.3. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Support Services and Learning

C1.4. Indicator: 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.

C1.4. Prompt: *Evaluate the extent to which 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

C1.4. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Co-Curricular Activities

C1.5. Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

C1.5. Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?*

C1.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Student Involvement in Curricular/Co-Curricular Activities

C1.6. Indicator: 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.

C1.6. Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

C1.6. Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Student Perceptions

C1.7. Indicator: 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.

C1.7. Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Areas to Analyze and Examine

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

- Student profile
- The correlation of personalized student support with student achievement of the schoolwide learner outcomes and the curricular goals for all students including those admitted with special needs and those learning English as an additional language
- The availability of adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, and, career and personal counseling
- The level of school coordination of a system of support services that allows maximum effectiveness, including the processes for intervention and referral
- The relationship of the support services and activities to the classroom instruction
- The level of involvement of teachers with students within and outside the classroom
- The strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment
- The degree to which the co-curricular activities are linked to the schoolwide learner outcomes
- The level of involvement of students in curricular/co-curricular activities such as student leadership organizations and service projects
- Student use of support services
- Student interview and survey data on the effectiveness of all support services
- The relationship of support services and activities to continuing education, career planning and preparation
- Additional evidence identified by the school.

C2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

C2.1. Indicator: 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.

C2.1. Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Use of Community Resources

C2.2. Indicator: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

C2.2. Prompt: *How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?*

Parent/Community and Student Achievement

C2.3. Indicator: 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.

C2.3. 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/schoolwide learner outcomes through the curricular/co-curricular program.*

C2.3. Additional Online Instruction Prompt: *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Areas to Analyze and Examine

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

- The level of parent and community involvement in the school's program
- The procedures for keeping parents and community members involved
- The degree to which community resources are utilized to support students such as career days, business partnerships, speakers, professional services

- The level of understanding regarding student achievement of the schoolwide learner outcomes through the school's program
- Additional evidence identified by the school.

ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

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 critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

Category C: Support for Student Personal and Academic Growth: Areas of Growth

Category D:
Resource Management and Development

Category D: Resource Management and Development

D1. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

D1.1. Indicator: 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.

D1.1. Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, 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

D1.2. Indicator: 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.

D1.2. Prompt*: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Facilities

D1.3. Indicator: The school's facilities are adequate, safe, functional and well-maintained and support the school's mission, desired learner goals, and educational program.

D1.3. Prompt*: Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals and educational program.*

Instructional Materials and Equipment

D1.4. 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.

D1.4. 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 for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Well-Qualified Staff

D1.5. Indicator: 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.

D1.5. Prompt: *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college/career.*

Areas to Analyze and Examine

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

- The relationship of decisions about resource allocations to the school's purpose and assessment of the schoolwide learner outcomes
- The degree of involvement of leadership and staff in the resource allocation
- The annual budget
- The most recent audit
- Protections against mishandling of institutional funds
- The business and accounting practices
- The adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- The procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, laboratory materials and library/media resources
- The resources available for hiring and nurturing a well-qualified staff
- Advisory committee minutes, if appropriate
- Additional evidence identified by the school.

D2. Resource Planning Criterion

The governing authority and the school leadership execute responsible resource planning for the future.

Indicators with Prompts

Long-Range Resource Plan

D2.1. Indicator: 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.

D2.1. Prompt: *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning.*

Use of Research and Information

D2.2. Indicator: The school uses research and information to form the master resource plan.

D2.2. Prompt: *To what extent do the school leadership and staff use research and information to develop the long-range plan?*

Involvement of Stakeholders

D2.3. Indicator: Stakeholders are involved in the future planning.

D2.3. Prompt: *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

Informing

D2.4. Indicator: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

D2.4. Prompt: *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Marketing Strategies

D2.5. Indicator: The school has marketing strategies to support the implementation of the developmental program.

D2.5. Prompt: *How effective are the marketing strategies to support the implementation of the developmental program?*

Areas to Analyze and Examine

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

- A master resource plan
- A procedure for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and learning results

- The marketing strategies used to support the implementation of the developmental program
- The research and information used to form the master resource plan
- The involvement of stakeholders in the future planning
- Governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- Additional evidence identified by the school.

ACS WASC Category D. Resource Management and Development: Summary, Strengths, and Growth Needs

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 critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category D.

Category D: Resource Management and Development: Areas of Strength

Category D: Resource Management and Development: Areas of Growth

The Visit

School Self-Study Coordinator Visit Preparation Checklist

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

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1. **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 SC and principal 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. **SC makes housing and other arrangements for the visiting committee.**

   The SC arranges 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**: Schools directly reimburse visiting committee members for expenses incurred during the previsit and the self-study visit. This includes meals, mileage, and other accreditation visit-related expenses. Lodging should be arranged and directly paid for by the school.

3. **After the Self-Study Report is completed, copies are distributed to the appropriate people/organizations. The 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/.

4. **During the month prior to the visit, the 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. **SC completes preparation for the ACS WASC visit.**

   SC verifies 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. SC ensures 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 distributes copies of the final visiting committee report to all stakeholder groups.**

Self-Check Questions

Has the final visiting committee report and supporting evidence 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?

No later than six weeks following the visit, the school should send:

- An electronic copy of the **modified 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/.
- Copies to all stakeholder groups.

- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 171.
- The **School 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 ACS WASC *Focus on Learning* manual, the reference cards, and the accreditation status worksheet.

___3. Review the five outcomes to be accomplished through the self-study:

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 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.

___4. Review the 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, action plans, etc. Obtain current schoolwide action plan, prior pertinent reports, view website, 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. Arrange a preliminary one-day visit. During the visit, plan to meet with the principal, SC, Leadership Team, and other staff members (possibly speak briefly to entire staff or observe the process, if Home or Focus Groups are meeting.) Discuss the logistics of the visit.

___9. 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 critical learner needs, and progress report, one or more Focus Group summaries, and draft of the updated schoolwide action plan. Ensure that the critical learner needs are addressed throughout the analysis of the

school's program based on the criteria areas and found in the schoolwide action. 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 mail 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 *outcomes*, 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 action plan sections?

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 critical learner 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 critical learner 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 action plan?
   - Did the school address each section of the action plan?
   - Did the progress report include data that indicates whether school staff and students met established growth targets?
   - Does the report show how each section impacted student accomplishment of the critical learner 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 action plan?

f. Analysis and synthesis of the quality of the school program in relation to the schoolwide learner outcomes, academic standards, and the 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. Action plan sections include:
   - Statement of the area for improvement
   - Rationale for area based on self-study findings
   - Impact on student learning of academic standards and schoolwide learner outcomes
   - Who is responsible and involved
   - Specific steps
   - Timeline
   - Resources
   - Ways of assessing progress, including student achievement of the schoolwide learner outcomes and academic standards
   - Means to report progress to all stakeholders.
   - 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?
   - 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?

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 ACS WASC criteria
  - A linkage to identified critical learner needs, "identified growth areas," and action plan sections
  - 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.

___10. 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; confirm the members' desired contact information

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.

___11. Continue to maintain contact with the school to determine:

a. If the school needs further direct assistance

d. Progress on the report

e. 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 action plan.

f. Appropriate technical and clerical support.

___12. Send the second letter to visiting committee members electronically:

a. Provide writing assignments

b. Ask the members to review the criteria as the **entire self-study report is analyzed**

c. Ask for the comparison of the school's self-study findings to the concepts of the criteria, the critical learner needs, and the mission, vision, and schoolwide learner outcomes

d. *Prior to the visit, require* the completion of the previsit preparation worksheets (Suggestion: use the Google Drive template)

e. Use the comments and questions to complete the drafts of Chapters I, II, III, and V

f. *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.

g. 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

h. Provide the schedule for the visit.

___13. Maintain regular contact with school to check the following:

a. Progress of the report, continuing to critique sample report sections and action plan sections

b. Date the school completes and sends the self-study report

c. Preparation of reference/evidence materials for visit

d. Receipt of list of reference/evidence

e. Availability and knowledge of clerical and technical support.

___14. Make final contact with visiting committee members:

a. Confirm receipt of the self-study
b. 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.

___15. 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 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 ACS WASC criteria and indicators; have the tentative report ready for the initial orientation visiting committee meeting (i.e., Sunday or Monday afternoon). **Note**: Using Google Drive will facilitate all members being aware of the draft visiting committee report.

___16. Plan the orientation meeting for visiting committee members prior to initial meeting at school (e.g., Sunday 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 ACS WASC criteria, the school's critical learner 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 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 development of questions for the 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 in number 16 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 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 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 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 ACS WASC criterion and supporting indicators within the four 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/.

___4. Keep a copy of all ACS WASC forms and the 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 payment has not been received from the school/district within four weeks after the visit.

___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 ACS WASC *Focus on Learning* manual, and the reference cards.

___4. Become aware of the outcomes of the self-study followed by the school:
   - 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 schoolwide learner outcomes, academic standards, and 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.

___5. Review the 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 critical learner 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 critical learner 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 critical learner needs and the schoolwide learner outcomes being addressed through the action plan?
- Is the implementation of a standards-based system being addressed through the action plan?
- Has the school integrated other initiatives to create one "umbrella" schoolwide action plan?
- Is the action plan feasible and realistic? Are resources considered for each action plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan, schoolwide and systemwide?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the 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 critical learner needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit. Send these to 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 electronically or in hard copy to visit: (Note: Many chairs are using Google Drive so the templates and other materials are already available for sharing online.)

a. ACS WASC *Focus on Learning* manual
b. Accreditation Status Determination Worksheet
c. Sample of Visiting Committee Report, Documentation/Justification Statement
d. Reference cards

e. Self-study report
f. All notes
g. 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 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: don't 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 ACS WASC accreditation status factor. Individually make decisions regarding the quality of the school's educational program with respect to the 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 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. This sample schedule should be adjusted by the school and the Visiting Committee (VC) Chair to fit the local situation. In this 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 needs 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 chief administrator and self-study coordinator to discuss the progress of the visit.

Day before Visit (Usually Sunday)

(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 chief administrator, 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 authority, 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)
8:00–8:30 AM	Meeting with principal and VC chair (possibly other VC members)
8:00–11:45 AM	Gathering of Evidence: class/program observations, interviews, examination of student work
11:00–11:45 AM	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 Groups for 1-½ to 2 hours (at least two VC per Focus Group meeting) [Suggestion: possibly meet with Curriculum, Instruction, and Assessment Focus Group and another area]
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)
	Gathering of Evidence: 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 the Ad Hoc student group (VC reps for 45 minutes)
	Gathering of Evidence: class/program observations, interviews, examination of student work
2:30–4:30 PM	Meeting with Focus Groups for 1–½ to 2 hours (at least two VC reps 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–	Dinner (VC alone) and work on draft report

Third Day	(Check out of hotel)
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
11:00 AM–1:00 PM	Meeting with the Leadership Team and other invited by the school to **discuss/clarify findings** of visit and the VC Report — **All Leadership Team members have copy of draft VC**
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; VC members complete the final draft of the VC Report Completion of the Recommendation for a Term of Accreditation and the "Documentation/Justification Statement" Finalization of expense forms, evaluations, PowerPoint exit presentation for closing session
3:00–3:30 PM	**Oral Report** to staff/stakeholders using PowerPoint presentation; the chief administrator 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., size of English learner population, teacher credentialing, class size, programs for students)
- Appropriateness of identified critical learner needs and their linkage to 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 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 schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the outcomes of the self-study.
    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 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 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 for Student Learning
B. Curriculum, Instruction, and Assessment
C. Support for Student Personal and Academic Growth
D. Resource Management and Development

- 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 *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 action plan sections
  - ✓ Confirm areas to be strengthened within the already identified areas
  - ✓ Identify any additional areas to be added to the 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 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 action plan sections address the critical areas for follow-up?
    - Will the action plan steps enhance student learning?
    - Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives *(e.g., technology plan, staff development plan)*?
    - Is the action plan feasible within existing resources?
    - Is there sufficient commitment to the action plan, schoolwide and systemwide?

- ✓ 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 required 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- 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 addresses 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. *Organization for Student Learning* that supports high achievement for all students.
4. *Curriculum, Instruction, and Assessment* that supports high achievement for all students.
5. *Support for Student Personal and Academic Growth* that supports high achievement for all students.
6. *Resource Management and Development* that supports high achievement for all students.
7. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.
8. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.
9. The capacity to implement and monitor the schoolwide action plan.

C O N F I D E N T I A L

CONFIDENTIAL

Accrediting Commission for Schools
Western Association of Schools and Colleges

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FRED VAN LEUVEN, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
VICE PRESIDENT

Accreditation Status Recommendation

Name of School Visited:
Address of School:

SAMPLE

Name of District:
Manual Used in Self-Stuc
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:

☐ **Six-Year Accreditation Status with a Mid-cycle Progress Report**: 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.

☐ **Six-Year Accreditation Status with a Mid-cycle Progress Report and** (choose one option below):

- ☐ **One-Day Visit:** 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.
- ☐ **Two-Day Visit**: 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.

☐ **Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit** (choose one option below):

- ☐ **One-Year**: 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.
- ☐ **Two-Year**: 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.

☐ **Accreditation Status Withheld**: 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

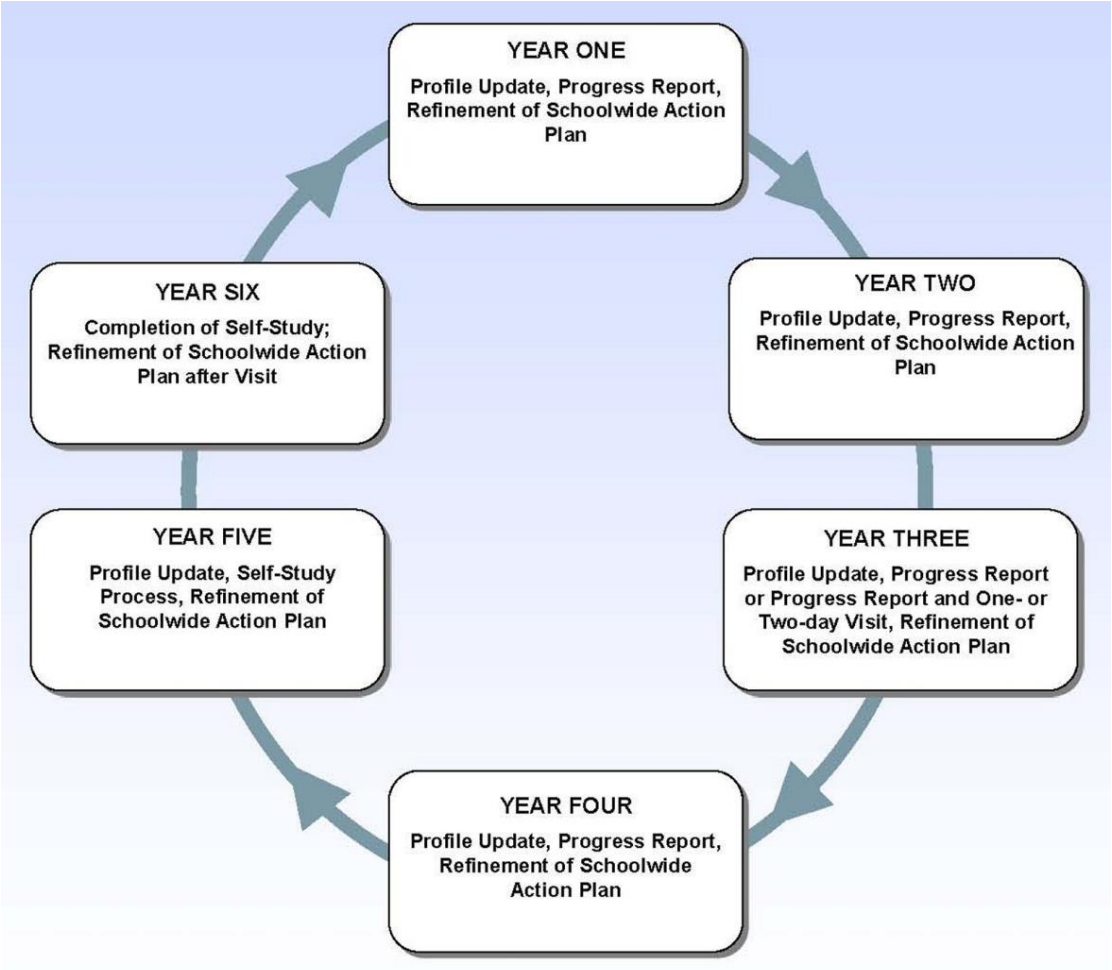
Provide signature and name	Date	Committee Chairperson	Signature	Date

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 policies, 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 <u>One-Day</u> Visit

Based on the ***ACS WASC policies, 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 <u>*one-day visit*</u> 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.

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.

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

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

Based on the ***ACS WASC policies, 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.

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

Based on the ***ACS WASC policies, 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 full accreditation status restored; the accreditation cycle continues with an in-depth progress report and two-day mid-cycle visit
- Accreditation withheld.

Accreditation Status Withheld

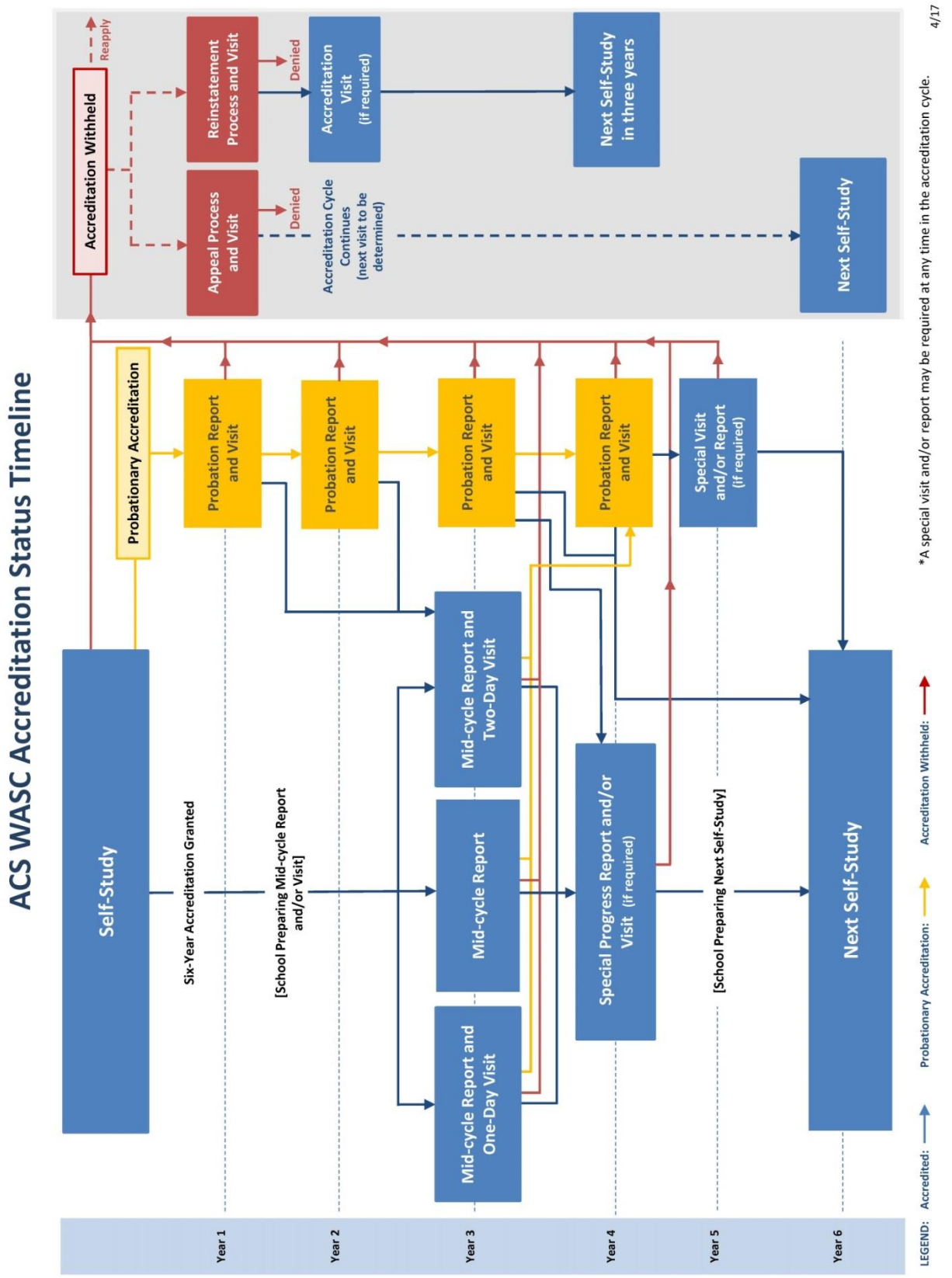
Schools that have had their accreditation status withheld (which has become final on appeal or where the school chooses not to appeal) have the option to seek reinstatement and request a Reinstatement Visit. In order to be reinstated, the school must submit a reinstatement report that addresses the identified critical areas for follow-up and provide sufficient 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 **18 months** from the date of the Commission's decision to withhold accreditation or the school will need to reapply for accreditation through the Initial Visit process.

After the Reinstatement Visit, the Commission may grant one of the following options:

- If a school satisfactorily addresses the critical areas for follow-up and updates the self-study, if applicable, or otherwise provides sufficient evidence of the progress made, accreditation status may be granted with annual in-depth progress reports and a full self-study within three years of reinstatement. The accreditation status will be effective as of the July 1 that precedes the Commission's decision on reinstatement.
- If a school marginally addresses the critical areas for follow-up and updates the self-study, if applicable, or otherwise provides sufficient evidence of the progress made, accreditation status may be granted with an in-depth progress report and a two-day visit in one year and a full self-study within three years of reinstatement. The accreditation status will be effective as of the July 1 that precedes the Commission's decision on reinstatement.
- If a school has not satisfactorily addressed the critical areas for follow-up or updated the self-study, if applicable, or otherwise fails to provide sufficient evidence of the progress made, accreditation status may continue to be withheld. Schools with accreditation status withheld must reapply if they desire accreditation.

The Commission's decision concerning reinstatement is final and may not be appealed.

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
Accreditation Withheld
Reapply
Reinstatement Process and Visit
Denied
Accreditation Visit (if required)
Next Self-Study in three years
Appeal Process and Visit
Denied
Accreditation Cycle Continues (next visit to be determined)
Next Self-Study
Probationary Accreditation
Probation Report and Visit
Probation Report and Visit
Probation Report and Visit
Probation Report and Visit
Special Visit and/or Report (if required)
Self-Study
Six-Year Accreditation Granted
[School Preparing Mid-cycle Report and/or Visit]
Mid-cycle Report and Two-Day Visit
Mid-cycle Report
Mid-cycle Report and One-Day Visit
Special Progress Report and/or Visit (if required)
[School Preparing Next Self-Study]
Next Self-Study
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6
LEGEND: Accredited: Probationary Accreditation: Accreditation Withheld:
*A special visit and/or report may be required at any time in the accreditation cycle.
4/17

SAMPLE DOCUMENTATION AND JUSTIFICATION STATEMENT FOR THE ACS WASC FOL PROCESS

[ACS WASC FOL 2014 Edition only; NOT for California public schools]

For proper processing, please complete the following information:

Chair Name		Name and City of School Visited
Chair's Work Phone	Chair's Home Phone	Alt. number during end of June (if applicable)
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 that addresses the self-study outcomes.**

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

   Narrative Rationale:

SAMPLE

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

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

   Narrative Rationale:

3. **Organization: School Purpose 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: School Leadership and Staff that support high achievement for all students. (A3 & A4)**

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

   Narrative Rationale:

6. **Organization: School Environment that supports high achievement for all students. (A5)**

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

   Narrative Rationale:

7. **Organization: Reporting Student Progress that supports high achievement for all students. (A6)**

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

   Narrative Rationale:

8. **Organization: School Improvement Process that supports high achievement for all students. (A7)**

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

   Narrative Rationale:

9. **Curriculum, Instruction, and Assessment: What Students Learn that supports high achievement for all students. (B1)**

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

   Narrative Rationale:

10. **Curriculum, Instruction, and Assessment: How Students Learn that supports high achievement for all students. (B2)**

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

    Narrative Rationale:

11. **Curriculum, Instruction, and Assessment: How Assessment is Used that supports high achievement for all students. (B3)**

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

Narrative Rationale:

12. **Support for Student Personal and Academic Growth: Student Connectedness and Parent/Community Involvement that support high achievement for all students. (C1 & C2)**

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

Narrative Rationale:

13. **Resource Management and Development: Resources and Resource Planning that support high achievement for all students. (D1 & D2)**

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

Narrative Rationale:

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

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

Narrative Rationale:

15. 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:

16. 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 and monitor the action plan.

Status Options Considered

Accreditation Status Recommendation Rationale (provide compelling evidence):

1.
2.
3.
4. …

The Follow-up:
Making Headway

School Self-Study Coordinator
Post-Visit Checklist

- **Revise the Schoolwide Action Plan**
- **Submit the copy of the revised Action Plan to ACS WASC**

- **After the visit, the self-study coordinator (SC) and chief administrator 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 action plan should be submitted 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 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?

  No later than six weeks following the visit, the school should send an electronic copy of the modified 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/.

- The **School 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 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 action plan
    b. The operating schoolwide action plan
    c. Annual progress reports.
7. Based on the 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, critical learner 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.

Outcomes of the Self-Study

Through the completion of the accreditation process the school will have accomplished:

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 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.