

GDOE/ACS WASC CRITERIA GUIDE QUESTIONS

The accreditation process centers upon the school's analysis of student learning and the program for all students: examining the observable evidence to determine the degree of effectiveness for what exists based upon the criteria concepts and the schoolwide learner outcomes. Observable evidence includes analyzing results of what students are doing/producing, student interviews/observations, hard data/information, other interviews/observations, etc.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1. To what extent has the school established a clearly stated vision and mission (purpose) based on student needs, current education research, and the belief that all students can achieve at high academic levels?
To what extent is the school's purpose defined further by academic standards, schoolwide learner outcomes, and the schoolwide plan?
- A2. To what extent are the school's program and operations in alignment with the a) the Guam Board of Education's policies and b) the Guam Department of Education rules, regulations, and procedures?
To what extent does the Guam Education Board delegate the implementation and monitoring of these policies to the Guam Department of Education and approve the GDOE State Strategic Plan?
- A3. To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards?
To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan based on action plan alignment with the Guam State Strategic Plan and the analysis of data to ensure alignment with student needs?
- A4. To what extent does a qualified staff facilitate the achievement of the schoolwide learner outcomes, academic standards, and the successful implementation of the schoolwide action plan through a system of preparation, induction, and ongoing professional development?
- A5. To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?
- A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner outcomes and academic standards?

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

- B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and priorities identified in the schoolwide action plan and Guam State Strategic Plan?
- B2. To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare for the pursuit of their academic, personal, and school-to-career goals?
- B3. To what extent have students met the standards with proficiency for that grade span or all the requirements of graduation upon completion of the elementary, middle, or high school program?

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CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

- C1. To what extent does differentiated, high-quality instruction provide access, challenge, and support to all students to achieve the academic standards and the schoolwide learner outcomes?
- C2. To what extent do all teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking?

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

- D1. To what extent does the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders?
To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan?
- D2. To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?
To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?

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

- E1. To what extent does school leadership employ a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?
- E2. To what extent is the school a) a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students; and c) maintains focus on continuous school improvement?
- E3. To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?