Focus on Learning

JOINT ACS WASC AND HAWAII STATE DEPARTMENT OF EDUCATION PROCESS GUIDE

2018 EDITION FOR SCHOOLS BEING ACCREDITED IN SY 2019–2020

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

JOINT ACS WASC AND HAWAII STATE DEPARTMENT OF EDUCATION PROCESS GUIDE

Accrediting Commission for Schools
Western Association of Schools and Colleges
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The Accrediting Commission for Schools, Western Association of Schools and Colleges, has granted the use of the ACS WASC materials to the Hawaii State Department of Education as adapted for the accreditation of Hawaii public schools.
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Introduction

*Focus on Learning Joint HIDOE/ACS WASC Process Guide* celebrates the ongoing collaboration between the Hawaii State Department of Education (HIDOE) and the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). The guide describes a self-study process that is based on ACS WASC criteria and an ongoing six-year cycle of quality. By engaging in the process, the school demonstrates the commitment, capacity, and competence to support high-quality student learning and continuous school improvement, and achieves an accreditation status. A coordinated school improvement accreditation process is essential for all HIDOE K-12 schools.

This new edition coincides with and builds upon a number of significant efforts within the Hawaii Department of Education to transform how today’s students navigate tomorrow’s world as evidenced by the HIDOE vision, mission, and Na Hopena A‘o. The *HIDOE Strategic Plan 2017–2020* pulls together all these efforts in one focused, coherent plan aimed at three overarching goals: (1) Student Success, (2) Staff Success, and (3) Successful Systems of Support. The *HIDOE Strategic Plan 2017–2020* identifies strategies to help the schools reach these goals and sets specific targets that are indicators of success. In addition, to advance the goals of the HIDOE Strategic Plan 2017-2020, the HIDOE team will engage in targeted work around three high impact strategies: student voice, teacher collaboration, and school design. Targeted under Goal 3 is the expansion of the ACS WASC accreditation process to all HIDOE schools. The rationale for the accreditation of all HIDOE schools includes:

- Aligns to the *HIDOE Strategic Plan 2017–2020*
- Supports one ongoing school improvement process
- Aligns to the Academic Plan
- Systematizes and standardizes protocols and current practices to the HIDOE/ACS WASC Focus on Learning accreditation process
- Streamlines planning and reporting.

Accreditation focuses schools on student achievement of the General Learner Outcomes and the academic standards through a process of implementing, monitoring and refining the Academic Plan. The principles of accreditation and the HIDOE/ACS WASC criteria serve as the foundation of a quality school. This process empowers Hawaii schools to build a future for the students. The expected results will be improved student achievement and continuous school improvement through a culture that values and takes responsibility, shares a common understanding and commitment, and promotes active involvement of all stakeholders.
Focus on Learning: Overview
Focus on Learning: Overview Rationale

Focus on Learning HIDOE/ACS WASC Joint Process 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 the General Learner Outcomes and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How well are all students achieving?
2. Is the school doing everything possible to support high achievement for all its students?

Through the Focus on Learning HIDOE/ACS WASC process, a school fulfills the requirements for accreditation and forms the basis for a single plan of action, the Academic Plan.

Why Accreditation

Accreditation involves the school in conducting a rigorous self-assessment or self-study compared to a set of research-based criteria. From this self-assessment, the school determines a course of action as defined in its Academic Plan.

Accreditation:
1. Certifies to the public that the school is a trustworthy institution of learning.
2. Validates the integrity of a school’s program and student transcripts.
3. Fosters improvement of the school’s programs and operations to support student learning.
4. Assures a school community that the school’s purposes are appropriate and being accomplished through a viable educational program.
5. Provides a way to manage change through regular assessment, planning, implementing, monitoring, and reassessment.
6. Assists a school/district in establishing its priority areas for improvement as a result of the perpetual accreditation cycle that includes:
   - School self-assessment of the current educational program for students.
   - Insight and perspective from the visiting committee.
   - Regular school staff assessment of progress through the intervening years between full self-studies.

Accreditation: A School Improvement Cycle

The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment. The process is guided and assisted by self-study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the General Learner Outcomes and academic standards. In addition, schools must review the progress on the current Academic 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 HIDOE/ACS WASC criteria in relation to student achievement. The completed self-study 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 subsequent Academic Plans and continues the cycle of improvement.

**Guiding Principles of Accreditation**

The HIDOE/ACS WASC accreditation process empowers schools to:

- Ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders
- Ensure there is a culture that nurtures and supports the well-being of all students
- Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students
- Evaluate students’ achievement of the General Learner Outcomes and the academic standards
- Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning
- Evaluate its program effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria
- Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs
- Implement and monitor the ongoing improvement results and the impact on student learning.
HIDOE/ACS WASC Accreditation Cycle of Quality for Schools

Below is the ACS WASC six-year cycle that demonstrates ongoing improvement.

**Strategic Plan**

The Hawaii State Department of Education’s *HIDOE Strategic Plan 2017–2020* forms the basis for each school’s Academic Plan and long-range plans and goals. The *HIDOE Strategic Plan 2017–2020* is built upon what we know are the keys to ensuring that all students can reach their fullest potential and attain their aspirations in the 21st Century. The three goals of the Strategic Plan are (1) Student Success, (2) Staff Success, and (3) Successful Systems of Support.

**Academic Plan**

The Academic Plan, aligned to the *HIDOE Strategic Plan 2017–2020*, is a three-year strategic plan that highlights the goals and objectives for achieving student aspirations for the school; this provides the basis for the school’s desired outcomes, enabling activities, the available resources to reach these goals and the identified data source used for monitoring the progress of these outcomes and activities. Schools identify academic goals, develop a weighted student formula allocation that supports those goals, and determine expected outcomes. The HIDOE/ACS WASC self-study process and ongoing reassessment of progress during the intervening years supports the annual update of the single plan of action, the Academic Plan.
Importance of School’s Vision, Mission, and General Learner Outcomes

An essential element of systemic school improvement is the collective vision, mission, and General Learner Outcomes (GLOs). Important questions for schools to discuss include:

- What does it mean to be an educated person?
- What should students know and be able to do upon exit from the school?
- What is the most effective preparation of students for their future?

General Learner Outcomes are the overarching goals of what students should know, understand, and be able to do in order to be globally competent. The GLOs complement standards-based learning and are an integral part of the school culture. The six GLOs are:

1. **Self-directed Learner**: The ability to be responsible for one’s own learning
2. **Community Contributor**: The understanding that it is essential for human beings to work together
3. **Complex Thinker**: The ability to demonstrate critical thinking and problem solving
4. **Quality Producer**: The ability to recognize and produce quality performance and quality products
5. **Effective Communicator**: The ability to communicate effectively
6. **Effective and Ethical User of Technology**: The ability to use a variety of technologies effectively and ethically.

Importance of Academic Standards

Academic content and performance 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. The HIDOE has adopted the research-based and internationally benchmarked Common Core State Standards in English language arts, literacy, and mathematics to support consistency across the nation and prepare students for national and global success in college and careers. The Next Generation Science Standards have also been adopted and are being implemented. 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.

HIDOE/ACS WASC Categories

The HIDOE/ACS WASC criteria are research-based guidelines for school improvement that focus on student achievement of the General Learner Outcomes and academic standards. A school will examine all aspects of its program against these five categories that include specific criteria.

1. **Organization**: Vision, Mission, General Learner Outcomes, Governance, Leadership, Staff, and Resources
2. **Standards-based Student Learning**: Curriculum
3. **Standards-based Student Learning**: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth.

Importance of Data Analysis

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

1. Student learner needs
2. General Learner Outcomes
3. The academic standards
4. What is and isn’t working based on the HIDOE/ACS WASC criteria.

Strategies which will be used for this review include:

- Examination of student work
- Observation of student engagement
- Interviews with students about what they are learning
- Review of student/community profile data
- Review of other hard data and information
- Interviews with stakeholders.

The Focus on Learning Process

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

1. Leadership team (principal, self-study coordinator, Focus Group leaders, etc.)
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 General Learner Outcomes, and the quality of the school program based on the HIDOE/ACS WASC criteria. The Home Groups will share the results within the Focus Groups.

Within the Focus Groups, participants analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the student learner needs and General Learner Outcomes. Each Focus Group must answer the question: What are the implications of the student learner needs?

Visit

A visiting committee provides an outside perspective based on the HIDOE/ACS WASC criteria by reviewing the school’s self-study, conducting classroom observations, examining student work, and obtaining feedback from discussions with the Leadership Team, Focus and Home Groups, and other stakeholders. The visiting committee, the Leadership Team, and Focus Groups collaboratively compare findings. The resulting visiting committee report assists the school in refining the Academic Plan.
Follow-up

After the visit, the school refines and implements the Academic Plan by integrating 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 Academic Plan. This assessment of progress is always done with respect to evidence that students are accomplishing the General Learner Outcomes and academic standards, especially in relation to the student learner needs identified in the Academic Plan. The complex area administration is involved in the ongoing improvement process to ensure that the follow-up process is integral to planning and goal setting.
HIDOE/ACS WASC Focus on Learning Schoolwide Criteria

Category A: Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the HIDOE State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school’s vision and mission are defined further by academic standards, General Learner Outcomes (GLOs), and the school’s Academic Plan.

A2. Governance Criterion
The school’s program and operations are in alignment with a) the Hawaii Board of Education’s policies and b) the Hawaii Department of Education’s rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

A3. Leadership and Staff Criterion – Data-Informed Decision-Making
Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement
A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and mentoring.

A5. Leadership and Staff Criterion – Research and Professional Development
Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

A6. Resources Criterion
The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.
Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Centered Instruction
Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards and the General Learner Outcomes.

C2. Instruction Criterion – Rigorous and Relevant Student-Centered Instruction
All teachers provide students with a rigorous and relevant instructional program that includes differentiated instruction and engaging activities and assignments so students demonstrate creative and critical thinking, problem solving, and application.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes
The school leadership and instructional staff use an effective, coherent schoolwide assessment system to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis measures student achievement on individual student-, schoolwide program-, and subject/grade-levels. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

D2. Assessment and Accountability Criterion – Classroom Assessment Strategies
Teachers employ a variety of appropriate assessment strategies to evaluate student learning. 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. Parent and Community Engagement Criterion
The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

E2. School Culture Criterion
The school leadership a) provides a safe, clean, and orderly place that nurtures learning; b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

E3. Student Support Criterion – Personalization
All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

E4. Student Support Criterion – Accessibility
Students have access to a system of personalized supports, activities, and opportunities at the school and within the community to enhance learning.
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 continuous school improvement to support student learning. The essential steps include the following:

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the Academic Plan, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically review the General 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 full self-study (usually 18 months prior to the 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 Academic 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 Academic Plan
   b. The operating Academic Plan
   c. Annual progress reports.
7. Based on the HIDOE/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 Academic 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, student learner needs
    b. Vision, mission, and General Learner Outcomes
    c. Overall progress report since last full visit (or initial visit)
    d. Findings and supporting evidence
    e. Updated Academic Plan.
## Model Timeline: Flow of Activities *(Starting 18 months prior to visit)*

<table>
<thead>
<tr>
<th>Year Prior to Self-Study: September–February</th>
<th>Participants</th>
<th>Product in Self-Study</th>
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<tbody>
<tr>
<td><strong>Task 1:</strong></td>
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<td>• Analyze and reflect upon schoolwide</td>
<td>Leadership Team</td>
<td>Chapter I: Progress Report on</td>
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<td>progress and the impact on student</td>
<td>and/or Student</td>
<td>Academic Plan, including</td>
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<td>Profile Committee</td>
<td>integrated critical areas for</td>
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<td>study</td>
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<td>follow-up</td>
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<td><strong>Task 2:</strong></td>
<td>Leadership Team</td>
<td>Chapter II: Student/Community</td>
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<td>• Develop or refine the student/community</td>
<td>All Stakeholders</td>
<td>Profile</td>
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<td>disaggregated data and clarify the</td>
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<td>General Learner Outcomes</td>
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<td><strong>Task 3:</strong></td>
<td>Leadership Team</td>
<td>Chapter III: Self-Study Findings</td>
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<tr>
<td>• Evaluate the quality of the school</td>
<td>Focus Groups</td>
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<td>program in relation to the HIDOE/ACS</td>
<td>Home Groups</td>
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<td>WASC criteria with emphasis on the</td>
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<td>identified student learner needs;</td>
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<td>synthesize the information, determine</td>
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<td>strengths and growth needs</td>
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<th>Year prior to Self-Study: February–May and Year of Self-Study: July–December</th>
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<td><strong>Task 4</strong></td>
<td>Leadership Team and/or Student Profile Committee</td>
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<tr>
<td>• Summarize the Identified Student/Learning Needs based on Profile and Focus Group Analysis and Findings</td>
<td>All Stakeholders</td>
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<tr>
<td><strong>Task 5</strong></td>
<td>Leadership Team</td>
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<tr>
<td>• Revise the Academic Plan; establish an ongoing follow-up process to</td>
<td>All Stakeholders via Home and Focus Groups</td>
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<td>monitor implementation and accomplishment</td>
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<th>Year of the Self-Study: February–March</th>
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<td><strong>The Visit</strong></td>
<td>School/Visiting Committee</td>
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<tr>
<td>• No later than six weeks following</td>
<td>School</td>
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<tr>
<td>the visit submit an updated</td>
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<tr>
<td>Academic Plan to ACS WASC incorporating critical areas for follow-up left by visiting committee</td>
<td>School</td>
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<tr>
<td>**Implement and monitor the Academic</td>
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<td>Plan and its impact on student</td>
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Self-Study Report Format

Preface

Include the following in the preface:

- **Background**: A brief description of the school community and a short history of the school and its background. Include a summary of the school’s ACS WASC accreditation history.
- **School Design**: Provide a brief summary of ways in which the school is using school design to ensure that the whole child is being addressed and is preparing students for college and career readiness to advance the goals of the HIDOE Strategic Plan 2017-2020.
- **Student Voice and Teacher Collaboration**: Provide a brief summary of how student voice and teacher collaboration are being addressed to advance the goals of the HIDOE Strategic Plan 2017-2020.
- **Current Self-Study Process**: Briefly describe the involvement and collaboration of all stakeholders in the self-study process.

Chapter I: Progress Report

- Description of any significant development that have had a major impact on the school since the last full visit.
- Summary of the progress on the implementation of the Academic Plan, including critical areas for follow-up from the last full HIDOE/ACS WASC self-study.
- Comments on the follow-up process since the last self-study/visit.

Chapter II: 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 General Learner Outcomes and the implementation of the Na Hopena A’o
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any
- Brief Summary that includes:
  - Implications of data
  - Identification of two to three major preliminary student learner needs
  - Important questions raised by analysis of data (to be discussed in the Focus Groups)

Chapter III: 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 five criteria categories are:

A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth.

Chapter IV: Student/Community Profile—Overall Summary from Analysis of Profile Data and Progress

• Summarize identified student learner needs based on profile and focus group findings.
• Provide tables or matrices of identified schoolwide strengths and growth areas or challenges

Chapter V: Academic Plan

• Self-Study Report, Chapter V: Revised Academic Plan
  A. Comment briefly on implications/considerations for revising the Academic Plan utilizing the tables or matrices from Task 4 (e.g., What enabling activities should be modified based on our findings and student learner needs? etc.).
  B. Comment on identifications of any additional specific strategies to be used by staff within each subject area/support program to support sections of the Academic 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 General Learner Outcomes (optional).
  C. Include the Academic Plan with proposed revisions.
  D. Describe the school’s overall follow-up process for ongoing improvement.

Appendices
A. School Strive HI index results
B. School Trend Report
C. School Status and Improvement Report
D. National Reporting System Report (Community School for Adults only)
E. School Quality Survey
F. Master Schedule
G. Graduation Requirements
H. Results of student surveys/interviews
I. Results of parent/community surveys/interviews
J. Current Academic Plan
K. Any other pertinent additional data and a glossary of terms unique to the school.
School Principal and Self-Study Coordinator
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 HIDOE/ACS WASC Self-Study training session, establish (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 a process for ongoing communication with staff about the accreditation process and cycle of quality. Initially, orient staff and other stakeholders, including complex area personnel that can support the process.

   This orientation should include:
   a. An explanation of the joint HIDOE/ACS WASC accreditation process along with its benefits to the school community
   b. An overview of the HIDOE/ACS WASC Focus on Learning self-study process
   c. The interrelationship between General Learner Outcomes and academic standards
   d. The understanding of the HIDOE/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 the following:
   - Sharing updated findings from the profile analyses
   - Discussing the implications of the data
   - Identifying the student learner needs and their relationship to the General Learner Outcomes
   - Utilizing strategies to gather and analyze evidence related to student learning and the HIDOE/ACS WASC criteria
   - Reviewing the findings from all Focus Groups
   - Refining the Academic Plan.
3. **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. Analysis is completed in relation to several identified student learner needs, General Learner Outcomes and academic standards that the Leadership Team selected based on student achievement data.

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

   Suggested information for the self-study packets include: the overview, HIDOE/ACS WASC criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. In addition, the following materials should also be distributed: the student/community profile, the progress report, the summary of the profile and progress data (Chapters I–III).

   1. 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.

   2. 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 *expectations* 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 student/community profile and summary

      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 observation of student engagement

      g. The essential participation in regular meetings to review progress of the self-study.

**Additional Principal and Self-Study Coordinator Checklists**

- The **Principal and Self-Study Coordinator Checklists** can be found on the ACS WASC website.

**Self-Study Self-Check Questions**

For each of the five tasks a set of self-check questions is included. These are also listed on the following pages as a reference for the principal, self-study coordinator, and other Leadership Team members.
HIDOE/ACS WASC Focus on Learning Self-Check Questions

School Timeline and Committees

**Self-Check Questions**

- 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 Academic Plan? For example, should the school maintain the Focus Groups after the visit to monitor the Academic Plan?

**HIDOE/ACS WASC FOL, Preface**

**Self-Check Questions**

- Has the school included the following information in the preface: Background, School Design, Student Voice and Teacher Collaboration, and Current Self-Study Process?

**HIDOE/ACS WASC FOL, Task 1 (Progress Report)**

**Self-Check Questions**

- Did the school show how the schoolwide critical areas for follow-up and recommendations identified by visiting committees since the last full self-study were integrated into the Academic Plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the progress report show how the Academic Plan impacted achievement of the student learner needs and one or more General Learner Outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the Academic Plan?
- Are all the stakeholders involved and collaborating in the self-study process, adapted to build and strengthen the school’s current organization for schoolwide communication?
HIDOE/ACS WASC FOL, Task 2 (Student/Community Profile)

Self-Check Questions

- Has the Leadership Team gathered and analyzed all required and 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, including the vision, mission, and General Learner Outcomes, to determine major preliminary student learner needs?
- Have the stakeholders defined the measurable indicators of the General Learner Outcomes?
- Do the stakeholders use the profile data, including the vision, mission, and General Learner Outcomes, to guide further inquiry about student achievement and the school programs?
- Have the three to four important questions been determined that will be discussed within the Home/Focus groups?
- Have preliminary student learner needs been identified and supported by the initial review of data?

HIDOE/ACS WASC FOL, Task 3 (Assessment of Program)

Self-Check Questions

- Was the analysis of the school program done in relation to the accomplishment of the student learner needs, the General Learner Outcomes, academic standards, and the criteria?
- 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?

HIDOE/ACS WASC FOL, Task 4 (Identification of the Major Student Learner Needs)

Self-Check Questions

- Have all the certificated staff members and other stakeholders discussed the progress report, the profile, the draft summary of the data implications, the preliminary 2–3 student learner needs, and the findings from the Focus Groups using the matrixes?
- Has the school obtained input from all members of the school community as the identification and the implications of the student learner needs are determined based on the data and progress?
• Has there been discussion of the relationship of the 2–3 student learner needs to the General learner outcomes, the Academic Plan, and college- and career-readiness?
• Is there consensus on the identified student learner needs?

**HIDOE/ACS WASC FOL, Task 5 (Refinement of the Academic Plan)**

✔ **Self-Check Questions**

• Were the schoolwide strengths and growth areas/challenges (i.e., Categories A–E) used to revise the Academic Plan?
• Is the Academic Plan organized around growth targets and benchmarks for all appropriate student subgroups?
• Do the outcomes in the Academic Plan address the learning needs of students as identified in the student/community profile?
• 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 Academic Plan and modify as needed?
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 may be adapted to fit local conditions.

Schools involved in restructuring 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.

ACS WASC Leadership Team

Responsibilities:

• Facilitate the review and refinement of the vision, mission, and General Learner Outcomes
• Facilitate the entire analytical self-study process, including the data analysis and identification of the student learner needs
• Create and continually refine the Academic Plan using findings of the Focus Groups
• Coordinate the follow-up process to monitor the implementation and the accomplishment of the Academic Plan that has integrated all schoolwide initiatives.

Members of the ACS WASC Leadership Team:

• Self-study coordinator
• School principal
• Chairs of Schoolwide Focus Groups (faculty representing all disciplines)
• School administrators
• Academic Reflection Team members
• Instructional Leadership Team members
• Chair of non-certificated staff groups (and others)
• Chair of student committee (and others)
• Chair of parent committee (and others)
• Representative(s) of School Community Council and other advisory committees
• Complex area representative(s)
• Other key stakeholders, e.g., business/industry partners, representative community organizations.

Student/Community Profile Committee

Responsibility:

• Development/refinement of student/community profile.

Members of the committee:

• Administrator(s)
• Certificated staff
• Complex area representative(s)
• Students
• Parents.

Schoolwide Focus Groups

Responsibilities:
• 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 staff members from the various disciplines or grade levels and other stakeholders; the suggested size of a group is 12 to 15, usually a Focus Group oversees one category of criteria
• 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., Assessment and Accountability could have two Focus Groups, one for D1 & D2 and one for D3 & D4).

Members of the Focus Groups:
• Administrator
• Faculty member(s) from each subject area, grade level, or programs
• Non-certificated staff
• Students
• Parents/Community members.

⇒ 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.

Types of Home Groups

Home Groups can be organized by subject, grade level, programs, support roles, professional learning committees, data teams, etc. 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 grades K-2 and grades 3–5 Home Groups. However they are constructed, Home Groups provide key evidence to bring forward to the Focus Groups.

Responsibilities:
• Study and understand the student community profile
• Participate in the development of descriptors for the General Learner Outcomes
• Understand the concepts of the HIDOE/ACS WASC criteria
• Gather and analyze what is being taught and learned with respect to student learner needs, selected General Learner Outcomes, academic standards, other curricular references, and HIDOE/ACS WASC criteria
• Provide results of this analysis to Focus Groups
• Provide feedback to Leadership Team on the Academic Plan based on Focus Group findings and growth areas.

Members of the Home Groups:
• All certificated personnel in a given subject area or grade level
• Non-certificated staff.

➤ 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 support services. In these cases Home 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: Student Group

Responsibility:
• Analyze the school’s programs from a student perspective with respect to student learner needs, selected General Learner Outcomes, and HIDOE/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

Responsibility:
• Analyze the school’s programs from a parent/community perspective with respect to student learner needs, selected General Learner Outcomes, and HIDOE/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: It may be helpful to work with existing parent groups (e.g., PTA, PTO) to discuss the school’s programs and operations and their impact on student learning.
Self-Study Committee Structure

LEADERSHIP TEAM
Suggested team members:
- Focus Group Chairperson(s)
- School Administrator(s)
- ACS WASC Coordinator(s)
- Parent(s)
- Student(s)

PROFILE COMMITTEE

SCHOOLWIDE FOCUS GROUPS
Category A: Organization Category
B: Curriculum Category
C: Instruction
Category D: Assessment and Accountability
Category E: School Culture and Support for Student Personal and Academic Growth

SAMPLE HOME GROUPS
- Students
- Mathematics
- Arts
- Language Arts
- Career & Vocational Education
- Parents & Community
- Science
- World Languages
- Social Sciences
- Physical Education
The Self-Study
Explanation of Preface and Self-Study Tasks

The preface and five tasks presented in this section assist the school in accomplishing the guiding principles. They represent a model self-study process that schools may modify as long as they adhere to these guiding principles. The matrix, 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 guiding principles.
# Accreditation Guiding Principles Matrix

| Task 1 | Analyze and reflect upon the school's progress and the impact on student learning since the previous full self-study. | ✓ | ✓ | ✓ |
| Task 2 | Develop or refine the student/community profile based on the analyzed and disaggregated data. Clarify the General Learner Outcomes. | ✓ | ✓ | ✓ |
| Task 3 | Evaluate the quality of the school program in relation to the HIDOE/ACS WASC criteria with emphasis on the identified student learner needs; synthesize the information, determine strengths and growth needs. | ✓ | ✓ | ✓ | ✓ |
| Task 4 | Summarize the identified student learner needs based on Profile and Focus Group Analysis and Findings. | ✓ | ✓ | ✓ | ✓ |
| Task 5 | Revise the Academic Plan; establish an ongoing follow-up process to monitor implementation and accomplishment. | ✓ | ✓ | ✓ | ✓ |
| Guiding Principles of Accreditation | • A culture of involvement and collaboration • A culture that nurtures and supports the well-being of students • Evaluation of students' achievement of the General Learner Outcomes and the academic standards • Use of multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/ interviews, examining student work, and observing students engaged in learning • Evidence that vision, mission, and General Learner Outcomes are accomplished by students • Evaluation of program effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the • Alignment of prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs; • Implementation and monitoring of the ongoing improvement results and the impact on student learning |
Preface

Prior to working on Task 1, create a preface which contains the following:

**Background**: A brief description of the school community and a short history of the school and its background. Include a summary of the school’s ACS WASC accreditation history.

**School Design**: Provide a brief summary of ways in which the school is using school design to ensure that the whole child is being addressed and is preparing students for college and career readiness to advance the goals of the HIDOE Strategic Plan 2017-2020.

**Student Voice and Teacher Collaboration**: Provide a brief summary of how student voice and teacher collaboration are being addressed to advance the goals of the HIDOE Strategic Plan 2017-2020.

**Current Self-Study Process**: Briefly describe the involvement and collaboration of all stakeholders.

**NOTE**: From the Preface, please copy the brief description of the school community into the Introduction of the Student/Community Profile. See Task 2.
Task 1: Analyze and reflect upon the school’s progress and the impact on student learning since the previous full self-study

Product

Self-Study Report, Chapter I: Progress Report

• Description of any significant development that have had a major impact on the school since the last full visit.
• Summary of the progress on the implementation of the Academic Plan, including critical areas for follow-up from the last full HIDOE/ACS WASC self-study.
• Comments on the follow-up process since the last self-study/visit.

➔ Note: Have available prior progress reports and earlier (annual) versions of the Academic Plan for review by the visiting committee.

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. Summary: Describe the progress on the implementation of the Academic Plan, including critical areas for follow-up from the last full HIDOE/ACS WASC self-study and any recommendations from subsequent visits/reports.

3. Ongoing Follow-up Process: Comment on the process for implementing and monitoring the Academic Plan since the prior self-study and describe the current self-study process.

➔ Comment on how the student/community profile and the implementation of the Academic Plan, 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 process focusing on student learning.

4. Academic Plan — Progress, Evidence, Impact on Student Learning:

➔ Comment on how critical areas for follow-up or additional recommendations are embedded in the Academic Plan and contribute to student success. Cite evidence; reference student performance data as appropriate.

5. Critical Areas for Follow-up not currently in the Academic Plan: Comment on the critical areas for follow-up that have already been addressed and are currently not in the Academic 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 for follow-up and recommendations identified by visiting committees since the last full self-study were integrated into the Academic Plan?

• Did the progress report include data that indicates whether school staff and students met established growth targets?

• Does the progress report show how the Academic Plan impacted achievement of the student learner needs and one or more General Learner Outcomes?

• Did the school show how other critical areas for follow-up were addressed that were not part of the Academic Plan?
Task 2: Develop or refine the student/community profile based on the analyzed and disaggregated data and clarify the General Learner Outcomes

Product

- Self-Study Report, Chapter II: Student/Community Profile Include data and findings for the following:
  - Demographic data, including the refined General Learner Outcomes and the implementation of the Na Hopena A’o
  - Disaggregated and interpreted student outcome data
  - Perception data summaries, if any
  - Brief Summary that includes
    - Implications of the data
    - Identification of two to three major preliminary student learner needs
    - Important questions raised by analysis of data (to be discussed in the Focus Groups)

  ➔ Note: The HIDOE’s Longitudinal Data System (LDS) is a very important resource in the development of Chapter II.

Appendices:
A. School Strive HI index results
B. School Trend Report
C. School Status and Improvement Report
D. National Reporting System Report (Community School for Adults only)
E. School Quality Survey
F. Master Schedule
G. Graduation Requirements
H. Results of student surveys/interviews
I. Results of parent/community surveys/interviews
J. Current Academic Plan
K. Any other pertinent additional data (or have on exhibit during the visit)
L. Glossary of terms unique to the school.

Participants

- Leadership Team and/or Student Profile Committee
Procedures

1. Leadership Team and/or Student Profile Committee:
   a. Review the school’s current student/community profile and current needs assessment.
   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 including longitudinal and disaggregated data, noting trends and patterns. Include any student and/or parent survey data
   f. Include data about student accomplishment of at least two General Learner Outcomes.

2. Leadership Team/Profile Committee:
   a. Review the core values and beliefs, the vision, the mission, and General Learner Outcomes and the Na Hopena A’o.
   b. Use the profile data and discuss with all stakeholders the preliminary student learner needs, future challenges, and needed competencies.
      • What are the current and future learning needs of the students?
      • What does it mean to be a global citizen?
      • What do students need to be college and career ready?
   c. Determine if there needs to be any further modification of the General Learner Outcomes in relation to inclusion of the student learner needs. Make appropriate modifications and include those in Chapter II, the Student/Community Profile.

3. Leadership Team and Student Profile Committee
   Prepare a draft summary of what these data sources tell about student achievement and the school community. This should be done in relation to the reflection and analysis of progress since the previous self-study (Task 1) and the ongoing dialogue with all certificated staff and other stakeholders throughout the self-study process (Tasks 3–5).
   • What are the implications of the data with respect to student performance?
   • Select two to three major preliminary student learner needs based on the data.
   • List important questions that have been raised by the analysis of student performance, demographic and perception data.
   ➔ Note: The identified major preliminary student learner needs and important questions will be used in the Home and Focus Group work.

4. Leadership Team, Certificated Staff, and Other Stakeholders:
   a. Discussion: Disseminate the draft progress and profile reports (Chapters I and II) to all certificated staff and other stakeholders; hold group discussions based on the schoolwide learner outcomes, and current knowledge about student 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?
• What are important K-12 complex student learner needs? What are important K-12 complex initiatives? How do both the K-12 complex student learner needs and complex initiatives impact what should be emphasized at this school?

b. Preliminary Insights: Have the staff and other stakeholders identify the key implications from the profile, major preliminary student learner needs, and potential important questions. This will be an important verification of the draft work done by the Leadership Team and Profile Committee on these areas. Determine if there is agreement at this time on the identified student learner needs and important questions. Are there additions? How do these align to the Hawaii State Strategic Plan?

Draft Summary: Use the implications, major preliminary student learner needs, and questions identified by the staff and additional Leadership/Profile Committee notes to finalize the summary.

c. Use of Summary: Have certificated staff and other stakeholders use the summary of the data implications, the major preliminary identified student learner needs, and the questions throughout the self-study process and include in the self-study report.

➤ Note: These preliminary student learner needs will be updated and modified based on the analysis of the school’s program using the ACS WASC/HIDOE criteria and indicators (Task 3). The profile and summary will be updated as additional data becomes available throughout the self-study process.

✔ Self-Check Questions

• Has the Leadership Team gathered and analyzed all required and 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, including the vision, mission, and General Learner Outcomes, to determine major preliminary student learner needs?
• Have the stakeholders defined the measurable indicators of the General Learner Outcomes?
• Do the stakeholders use the profile data, including the vision, mission, and General Learner Outcomes, to guide further inquiry about student achievement and the school programs?
• Have the three to four important questions been determined that will be discussed within the Home/Focus groups?
• Have major preliminary student learner needs been identified and supported by the initial review of data?
HIDOE/ACS WASC STUDENT/COMMUNITY PROFILE GUIDE

The purpose of this Profile Guide is to provide a source of basic data and information that is used by all stakeholders throughout the analysis of the school program and its impact on student learning. The Profile Guide contains the types of information and data that should be included. When possible, include data and information over the last three school years in order to identify trends and anomalies.

Note: From the Preface, please copy into the Introduction the background – brief description of the school community.

INTRODUCTION (See instruction above about information from the Preface)

Background: A brief description of the school community and a short history of the school and its background. Include a summary of the school’s ACS WASC accreditation history.

In addition to the brief description, provide the following:

- **Vision, Mission, Core Beliefs, Value**: List statements that describe the school’s core values, beliefs, vision and mission
- **General Learner Outcomes**: List the school’s General Learner Outcomes and any school-specific descriptors that further identify expectations
- **Na Hopena A’o**: Provide a brief summary of the school’s implementation of the HIDOE’s framework for values and beliefs.

DEMOGRAPHIC DATA

1. **Students**
   - Provide data and findings for:
     a. General student population characteristics (e.g., ethnic, social, economic)
     b. Enrollment (grade level, gender, free/reduced lunch)
     c. Predominant primary languages other than English
     d. Attendance/Chronic Absenteeism
     e. Mobility or transient rate
     f. Truancy rate
     g. Tardiness rate
     h. Discipline (e.g., Referrals, Suspensions, and Expulsion Rates)
     i. Student participation in co-curricular activities and extra-curricular activities.

2. **Staff**
   - Provide data and findings regarding the following:
     a. Number of certificated staff and classified staff, include the number of qualified personnel for counseling and other student support services
     b. Percent of teachers who have met the Hawaii Qualified Teachers’ (HQT) requirements
     c. Percent of teachers teaching outside credentialed areas and include an explanation
     d. Number of National Board certified teachers
3. Parents/Family and Community

- Provide data and findings for:
  a. Family and community characteristics and trends
  b. Parent and community educational levels
  c. Other
- Provide highlights and the impact of organizations and partnerships
  a. Parent/community organizations
  b. Community foundation programs
  c. School/Business partnerships.

STUDENT PERFORMANCE DATA

1. Strive HI Index

- Provide a summary of the school’s Strive HI Index results over the last three years.
- If school status is or has been presently identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), please explain your current progress and status.

2. Student Achievement (three years of data if possible)

- Provide data, findings, and trends in each of the following areas; where possible, data should be disaggregated to reflect the achievement of all significant subgroups (e.g., Disadvantaged, Special Education, ELL, etc.):
  a. Smarter Balanced Assessment (SBA)
  b. Hawaii State Assessment - Science
  c. Schoolwide and/or grade level assessments (e.g., Aimsweb, DIBELS, STAR Reading and Math, ACHIEVE 3000, etc.)
  d. Common course assessments (e.g., end-of-course exams, formative curriculum- embedded assessments)
  e. Grades (e.g., Well Below/Approaching or Ds and Fs)
  f. College Entrance Exams such as the SAT and ACT
  g. Percentage of students promoted (elementary and middle/intermediate school)
  h. Retention rates
  i. Dropout rates (high school)
  j. Graduation rates (high school)
  k. Number of entering freshmen compared to exiting seniors (high school)
  l. Post-enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce (high school).

3. Additional Student Achievement Data:

- Provide student performance data and findings of pertinent, specialized programs at your school (e.g., Special Education, English Language Learners, Primary School Adjustment Program, online instruction, Career and Technical Education, International Baccalaureate, Advanced Placement, Honors, AVID, Gifted and Talented, Migrant Education, Hawaiian Language Immersion, Homeless, etc.).
4. General Learner Outcomes
   • Select two of the General Learner Outcomes (GLOs). Provide student outcome data and comment on the degree to which students are achieving the GLOs.

PERCEPTION DATA
   • Provide results and findings from interviews, the School Quality Survey (SQS), Tripod Survey, and other surveys about how stakeholders view the school (e.g., students, parents, staff, community, etc.).

PROFESSIONAL DEVELOPMENT
   • Provide a brief description with data and findings regarding the following over the last three years:
     a. Content/topics of professional development (e.g., programs, activities, duration, and participation numbers).

RESOURCES AND MANAGEMENT
   • School Finances
     • Provide information regarding expenditures per pupil including monies from other funding sources (e.g., Title I, Title III, grants, foundations, fund raising, donations).
   • School Facilities
     • Provide a description of and data and findings regarding the safety conditions, cleanliness, and adequacy of school facilities.

SUMMARY OF PROFILE  (Prepare a draft summary of what these data sources tell about student achievement and the school community for discussion by all stakeholders—Task 2, procedures #3 and #4.)
   1. What are the implications of the data with respect to student performance?
   2. Select two to three major preliminary student learner needs based on the data.
   3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.
Task 3: Evaluate the quality of the school program in relation to the HIDOE/ACS WASC criteria with emphasis on the identified student learner needs; synthesize the information; determine strengths and growth needs

Product

- Self-Study Report, Chapter III: 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 question
  2. A list of strengths
  3. A list of prioritized growth areas.

➤ Note: The five criteria categories are:

A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth Culture.

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 shared. If these are carefully planned, there does not need to be an excessive number of either Home or Focus Group meetings. Home Groups are typically organized around curricular areas, grade levels, or other roles/responsibilities, such as data teams or Professional Learning Communities (PLCs). Notes or summaries from Home Groups that included the analysis of student work based on the student learner needs will be used by Focus Groups. Focus Groups are organized around the HIDOE/ACS WASC criteria categories and concentrate on the analysis of the school program, emphasizing the student learner needs, General Learner Outcomes, and the important questions about students and learning.
Focus on Learning: Joint HIDOE/ACS WASC Process Guide

Procedures — See HIDOE/ACS Criteria in Tools Section

Focus Groups:

Review and discuss all five categories of criteria in order to understand that these concepts are guidelines for systematic school improvement. These criteria will be used to evaluate the school program in relation to the school’s vision, mission, General Learner Outcomes, and student learner needs.

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

Focus Groups:

a. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category to ensure understanding

b. Review the profile and progress report data and summary about the implications, student 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. Particularly, decide what data/information/evidence 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 student learner needs and General Learner Outcomes. Written conclusions from this study must be summarized and shared with all Focus Groups, especially, Curriculum, Instruction, and Assessment and Accountability (Categories B, C, and D).

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

Home Groups:

Gather and analyze the data and information that is needed by the Focus Groups, including the examination of student work, the observations of student engagement, walkthroughs, and student interviews or surveys.

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.)

Schoolwide Focus Groups:

Discuss and analyze the Home Group information gathered and analyzed about the selected student learner needs, General Learner Outcomes, and academic standards. Then examine the school program in relation to the HIDOE/ACS WASC criteria/indicators/prompts assigned to the Focus Group.

What do we know about the impact of the school program and operations on student learning?
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 HIDOE/ACS WASC criteria/indicators/prompts, especially in relation to the identified student learner needs, General Learner Outcomes, and academic standards.

Note: In the Tools Section of the manual, some of the indicators and prompts have been modified for the elementary schools. In addition, a school might wish to reword prompts as long as they address the important ideas in the indicators. If there is a question on an indicator prompt, please contact Andrea Fukumoto at the School Transformation Branch; she will clarify the concern with ACS WASC personnel.

Home Groups:

All members gather and analyze the additional requested information.

Schoolwide Focus Groups:

a. Review all evidence about the designated HIDOE/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 student learner needs and important related questions.

d. For the assigned criteria category, identify major areas of strength and prioritized growth areas. Ensure there is 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 student learner needs, the General 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 4: **Summarize the identified student learner needs based on profile and Focus Group analysis and findings**

**Product**
- Task 4: Self-Study Report: Chapter IV: Summary of identified student learner needs based on profile and focus group findings
- Tables or matrices of identified schoolwide strengths and growth areas/challenges (i.e., Categories A–E).

**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 Stakeholders:
   a. Review the portion of Chapter II on the preliminary summary of the data implications, the preliminary 2–3 student learner needs and the Focus Group summaries.
   b. Generate a table or matrix of all the strengths from each of the five categories and a second table for the prioritized growth areas from the five categories.
   c. Use this list of strengths and prioritized growth areas from all five categories and cluster them into major themes or strands that can facilitate the discussion of the confirmation of the student learner needs.
   d. Share this information with all stakeholders through the Focus Groups as discussion occurs on this identification.
   e. Discuss how this informs or modifies the identification of the student learner needs that need to be addressed.
   f. Note other insights as the school leadership updates its current plan with input and discussion from all stakeholders, especially through the Focus Groups (Task 5).
   g. Determine if there is agreement on the identified student learner needs. Are there additions or changes?

**Note:** The Focus and Home Groups have used the progress report, the profile, and especially the draft preliminary summary data related to the identified student learner needs and important questions. The profile and preliminary summary will be updated as additional data becomes available throughout the self-study process.
Self-Check Questions

- Have all the certificated staff members and other stakeholders discussed the progress report, the profile, the draft summary of the data implications, the preliminary two to three student learner needs, and the findings from the Focus Groups using the matrices?

- Has the school obtained input from all members of the school community as the identification and the implications of the student learner needs are determined based on the data and progress?

- Has there been discussion of the relationship of the two to three student learner needs to the General Learner Outcomes, the Academic Plan, the K-12 complex identified student learner needs, and college- and career-readiness?

- Is there consensus on the identified student learner needs?
Task 5: Revise the Academic Plan; establish an ongoing follow-up process to monitor implementation and accomplishment

Product

- Self-Study Report, Chapter V: Revised Academic Plan
  
  A. Brief comments on implications/considerations for revising the Academic Plan utilizing the tables or matrices from Task 4 (e.g., What enabling activities should be modified based on our findings and student learner needs? etc.).
  
  B. Comments on identifications of any additional specific strategies to be used by staff within each subject area/support program to support sections of the Academic Plan.
  
  i. 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 General Learner Outcomes (optional).
  
  C. Inclusion of the Academic Plan with proposed revisions.
  
  D. Description of the school’s overall follow-up process for ongoing improvement.

  ➔ Note: No later than six weeks prior to the visit, the self-study coordinator (SC) submits the self-study report after final Leadership Team review to the visiting committee chair and members.

➤ 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. Review the current Academic Plan and decide upon appropriate modifications based on the resulting themes emerging from the self-study
3. Synthesize or incorporate the identified growth areas into Goals 1, 2, and 3 of the Academic Plan
4. Ensure that the goals or areas for improvement are student-focused.
5. Ensure that growth targets have been established for each priority student learner need and General Learner Outcome(s). These growth targets should address subgroups of students as appropriate.
6. Gather feedback, gain consensus, and ensure commitment of all groups.
7. Make any additional modifications and revise Academic Plan. Obtain all required approvals.
8. Establish a process to monitor student learning based on the student learner needs, the General Learner Outcomes, academic standards, and the progress on each goal in the Academic Plan.
9. Discuss annual progress with teachers, staff, and other stakeholders, including complex area administration, School Community Council, etc.

✔️ Self-Check Questions

- Were the schoolwide strengths and growth areas/challenges (i.e., Categories A–E) used to revise the Academic Plan?
- Is the Academic Plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the outcomes in the Academic Plan address the learning needs of students as identified in the student/community profile?
- 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 Academic Plan and modify as needed?
HIDOE/ ACS WASC Tools: Criteria, Indicators, Prompts, and Areas to Examine and Analyze (Task 3)
Category A: Organization


The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school’s purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school’s Academic Plan.

Possible areas to examine and analyze:
- A copy of the written vision, mission, and Academic Plan
- Student/community profile and programmatic data
- Research-based knowledge about teaching and learning
- National, state, and international educational issues, trends, and data
- List of stakeholder groups involved in the establishment of the school’s vision, mission, and Academic Plan
- The process for reaching consensus among the stakeholder groups
- Interviews with staff, students, parents, community/business, School Community Council, complex area personnel, and other stakeholders to determine their level of understanding and commitment to the vision, mission, and Academic Plan
- Memos, minutes, and other documentation
- Other evidence identified by the school.

Vision, Mission, General Learner Outcomes, Profile, Academic Plan

A1.1. Indicator: The school has established a clear, coherent vision, mission, and General Learner Outcomes; the school’s Academic Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

A1.1. Prompt: Evaluate the degree to which the development of the school’s vision, mission, and Academic Plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research and a belief that all students can learn.

Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic Plan

A1.2. Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement/regular review and revision of the vision and mission, General Learner Outcomes, and the school’s Academic Plan are effective.

A1.2. Prompt: Evaluate the effectiveness of the processes that ensure involvement of the entire school community in the development/refinement/regular review and revision of the vision and mission, General Learner Outcomes, and the school’s Academic Plan.
Understanding of Vision, Mission, General Learner Outcomes, and Academic Plan

A1.3. **Indicator:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the school’s vision and mission, General Learner Outcomes, and the Academic Plan.

A1.3. **Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, General Learner Outcomes, and the Academic Plan.
A2. Governance Criterion

The school’s program and operations are in alignment with a) the Hawaii Board of Education’s policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

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

- The nature and extent of the school community’s understanding of the roles of the BOE, DOE state and complex area
- The relationship between the duties of the governing authority and the responsibilities of the faculty and staff
- The understanding of BOE policies in relation to the school’s programs and operations.
- The relationship of the tri-level leadership in ensuring the implementation and monitoring of the Academic Plan
- Minutes, notes, memos, correspondence, conversations, surveys, and other evidence.

**Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area and School)**

**A2.1. Indicator:** The school community understands the governing authority’s role, including how stakeholders can be involved.

**A2.1. Prompt:** To what degree does the school community understand the governing authority’s role, including how stakeholders can participate in the school's governance?

**Relationship Between Governing Authority and School**

**A2.2. Indicator:** The school’s stakeholders understand the relationship between the governing authority’s decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** Provide examples of how stakeholders understand the relationship between the governing authority’s decisions, expectations, and initiatives that guide the work of the school.

**Faculty, Staff, and Governing Authority**

**A2.3. Indicator:** There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

**A2.3. Prompt:** To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?
A3. Leadership and Staff Criterion — Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

Possible areas to examine and analyze:
- Rosters, minutes of meetings, interview/survey data, or other indicators showing that the school planning process is broad-based, collaborative, and has commitment of the stakeholders
- The alignment between the Academic Plan and analysis of student achievement data, the General Learner Outcomes, and academic standards
- The alignment between allocation of time/fiscal/personnel resources, pacing guides, improvement plans, and learning results
- The specific benchmarks and accountability tools used in the monitoring process
- Other evidence identified by the school.

Broad-Based and Collaborative Planning Process
A3.1. Indicator: The school’s planning process is broad-based collaborative and is a continuous improvement cycle that fosters the commitment of the stakeholders, including the staff, students, and parents to determine and implement school improvement strategies and actions, and monitors results.

A3.1. Prompt: Comment on the effectiveness of the school improvement planning process to ensure that it fosters the commitment of the stakeholders, including the staff, students, and parents to determine and implement school improvement strategies and actions, and monitors results.

Correlation between Student Learning and the Academic Plan
A3.2. Indicator: The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school’s Academic Plan.

A3.2. Prompt: How does the school ensure that the analysis of multiple sources of data, General Learner Outcomes, and academic standards are incorporated into the Academic Plan and impact the development, implementation, and monitoring of the plan?

Progress Monitoring of the Academic Plan
A3.3. Indicator: The school’s Leadership Team/Academic Reflection Team has defined roles and responsibilities and is effective in monitoring the progress and impact of the implementation of the Academic Plan.

A3.3. Prompt: Comment on the roles and responsibilities of the school’s Leadership Team/Academic Reflection Team. Evaluate the degree to which this team effectively monitors the progress and impact of the implementation of the Academic Plan.
School Community Council

A3.4. **Indicator**: The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

A3.4. **Prompt**: To what extent does the SCC review and monitor the Academic Plan and provide opportunities for stakeholder input and feedback?

Articulation Among Schools in the Complex to Address Common Areas of Needs

A3.5. **Indicator**: The school’s leadership is involved in regular articulation discussions with other schools in the Complex to identify and address the common areas of need within the K-12 Complex.

A3.5. **Prompt**: To what extent does the school regularly engage in articulation with other schools within the Complex? To what extent does the articulation support the identification of strategies to address common areas of need within the Complex?
A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and mentoring.

Possible areas to examine and analyze:

- The degree to which the actions of the leadership are directly linked to student achievement and address the student learner needs
- Written policies, charts, and handbooks that define responsibilities and relationships for the administration and faculty
- Administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- Strategies for team building used at the school
- The structures for internal communications and resolving differences
- The leadership’s processes and procedures for involving staff in shared responsibilities and actions to support student learning
- The integration of General Learner Outcomes and academic standards into the Academic Plan
- The school’s Comprehensive Needs Assessment
- The level of actual staff involvement in actions focusing on successful learning; obtained through interviews with staff and administration
- Representative examples of collaboration across the school
- Employment policies/practices related to qualification/statutory requirements
- Information on staff background, training and preparation
- Staff assignments to maximize use of their expertise
- Other evidence identified by the school.

Qualifications of Staff

A4.1. Indicator: The school’s leadership works with state and complex personnel in the process of hiring staff to ensure all information regarding background, preparation and training as designated by state personnel policies and procedures has been reviewed.

A4.1. Prompt: Evaluate the effectiveness of how the school leadership works with state and complex personnel in the process of hiring staff to ensure all information regarding the background, preparation and training as designated by state personnel policies and procedures has been reviewed.

Maximum Use of Expertise

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation and mentoring for ALL assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

A4.2. Prompt: Evaluate the process to assign staff members to maximize their expertise and provide an appropriate orientation and mentoring process to ensure ALL staff members are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.
Defining and Understanding Policies and Procedures

**A4.3. Indicator:** The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood by administration and staff.

**A4.3. Prompt:** *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and staff. Determine the degree of clarity and understanding of these by administration and staff.*

Internal Communication and Planning

**A4.4. Indicator:** The school has effective structures for internal communication, planning, and resolving differences.

**A4.4. Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

Consistency in the Implementation of Schoolwide Programs, Initiatives, and Practices

**A4.5. Indicator:** Schoolwide programs, initiatives, and practices are regularly and consistently implemented by all staff.

**A4.5. Prompt:** *To what extent do all staff regularly and consistently implement schoolwide programs, initiatives, and practices? What processes are in place to ensure consistency of implementation?*
A5. Leadership and Staff Criterion – Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Possible areas to examine and analyze:
- Review of the professional development activities identified in the Academic Plan
- Evidence of a comprehensive plan for professional development that includes both short-term and long-range goals
- The extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards, General Learner Outcomes, student learner needs, and the priorities identified in the Academic Plan
- The evaluation procedures and their effectiveness in promoting professional growth
- Occurrence and extent of monitoring and coaching of staff based on student and teacher learning needs
- The types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations
- Review of written personal and schoolwide goals and priorities
- The extent to which staff members have taken advantage of professional development options available
- Evaluation of follow-up to professional development activities such as coaching, mentoring, and reflection
- Assessment of how professional development has impacted student learning and accomplishment of priorities identified in the Academic Plan
- Other evidence identified by the school.

Support of Professional Development

A5.1. Indicator: The school effectively supports professional development/learning with time, personnel, materials, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.

A5.1. Prompt: How effective is the support of professional development/learning with time, personnel, materials, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards? Provide evidence and examples.

Data Driven Professional Development

A5.2. Indicator: The school uses an effective data analysis process to determine professional development/learning needs.

A5.2. Prompt: How effective is the school’s data analysis process to determine professional development/learning needs?
Accountability and Evaluation

A5.3. Indicator: The school implements effective support strategies and accountability processes in order to promote professional growth of staff.

A5.3. Prompt: How effective are the school’s support strategies and accountability procedures to promote professional growth of staff?

Measurable Effect of Professional Development

A5.4. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A5.4. Prompt: Comment on the effectiveness of the processes in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.
A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

Possible areas to examine and analyze:

- Description of the resources which are considered crucial to the operation of the school and its focus on General Learner Outcomes, academic standards, and priorities identified in the Academic Plan
- Availability of materials, space, and equipment to support student learning
- The adequacy of the facilities to meet the purpose of the school, i.e., quality standards for health and safety, functional for all programs offered, and well-maintained
- The policies, procedures, and planning for maintaining the physical facilities
- The procedures for acquiring and maintaining adequate technology, technological support systems, software, instructional materials, such as textbooks, other printed materials, manipulatives, and laboratory materials
- How all resources are being coordinated to support all students accomplishing the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan
- Other evidence identified by the school.

Allocation Decisions

A6.1. Indicator: Decisions about allocating resources align with the school’s vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.

A6.1. Prompt: To what extent are decisions about allocating resources aligned to meet the school’s vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan?

Allocation Involvement

A6.2. Indicator: The school leadership and staff are involved in the resource allocation decisions.

A6.2. Prompt: 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

A6.3. Indicator: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.
A6.3. **Prompt**: Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.

**Well-Qualified Personnel**

A6.4. **Indicator**: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, General Learner Outcomes, and identified student learner needs.

A6.4. **Prompt**: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, General Learner Outcomes, and identified student learner needs.

**Instructional Materials and Equipment**

A6.5. **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.

A6.5. **Prompt**: Evaluate the effectiveness of the policies and 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.

**Facilities Conducive to Learning**

A6.6. **Indicator**: The school’s facilities are adequate, safe, functional, well-maintained, and support a learning environment conducive to the educational program based on the school’s mission and General Learner Outcomes.

A6.6. **Prompt**: Determine the extent to which the facilities enable the school to maintain a safe, functional, and well-maintained learning environment conducive to the educational program based on the school’s mission and General Learner Outcomes.
HIDOE/ACS WASC Category A. Organization: Summary, Strengths, and Growth Areas

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 preliminary student learner needs from Task 2.

Summary (including comments about the identified preliminary student learner needs):

Prioritize the strengths and areas of growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter IV.
Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum

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

Possible areas to examine and analyze:

- How current educational research is used to assist schools in students’ achievement of academic standards and General Learner Outcomes
- The degree of congruence between the actual concepts and skills taught and the academic standards and General Learner Outcomes
- Student work and student engagement in learning that demonstrates the implementation of a curriculum defined by current research
- Master schedule
- Pacing Guides
- Classroom Learning Targets
- The extent to which there is integration among disciplines
- Processes which exist for articulation among and between levels, departments, or clusters
- Efforts being made to articulate with feeder schools and local colleges and universities in developing a strong foundation
- Demographics and distribution of students throughout class offerings including gender, ethnicity, primary language and students with special needs (e.g., class enrollment lists)
- Procedures used for curriculum development, evaluation, and revision
- Curricular organization of the school, including promotion and graduation requirements, credits, grading policies, homework policy
- Follow-up studies of past students and graduates
- Evidence from interdisciplinary courses and project-based learning
- Other evidence identified by the school.

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: Comment on the effective use of the rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.
General Learning Outcomes and Academic Standards Addressed

**B1.2. Indicator:** The school curriculum consistently addresses the General Learner Outcomes and academic standards at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.

**B1.2. Prompt:** Evaluate to what extent the General Learner Outcomes and academic standards are consistently addressed in the curriculum at each grade level, subject area, course, and/or program to ensure the same high expectations for all students.

**Student Work — Addressing Standards-Based Curriculum**

**B1.3. Indicator:** The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

**B1.3. Prompt:** Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

**Congruence with General Learner Outcomes and Academic Standards**

**B1.4. Indicator:** The curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students’ progress toward graduation.

**B1.4. Prompt:** Evaluate the degree to which the curriculum is congruent with the General Learner Outcomes, academic standards, and policies and requirements related to the assessment of students’ progress toward graduation.

**Curriculum Planning Process**

**B1.5. Indicator:** The school’s curriculum review, evaluation, and planning processes that engage key stakeholders are effective and ensure student learner needs are met through a rigorous, relevant and coherent curriculum that includes mapping/pacing in all content areas.

**B1.5. Prompt:** Evaluate the effectiveness of the curriculum review, evaluation, and planning processes that ensure student learner needs are met through a rigorous, relevant and coherent curriculum that includes mapping/pacing in all content areas.

**Accessibility of All Students to a Rigorous, Relevant, and Coherent Curriculum**

**B1.6. Indicator:** A relevant and coherent curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

**B1.6. Prompt:** Evaluate students’ access to a relevant and coherent curriculum that addresses their needs and support in making appropriate choices in order to pursue a full range of college/career and/or educational options.

**Integration Among Disciplines**

**B1.7. Indicator:** There is curriculum integration among disciplines at the school.

**B1.7. Prompt:** Evaluate to what extent there is curriculum integration among disciplines.
Real World Applications — Curriculum

**B1.8. Indicator**: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**B1.8. Prompt**: Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Articulation and Follow-up Studies (especially for high schools)

**B1.9. Indicator**: The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. The school articulates regularly with other schools within the complex and/or postsecondary programs.

**B1.9. Prompt**: What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program? Share examples of articulation with other schools within the complex and/or postsecondary programs, including comments on the regularity and effectiveness of these efforts.
HIDOE/ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Areas

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 preliminary student learner needs from Task 2.

Summary (including comments about the identified preliminary student learner needs):

Prioritize the strengths and areas of growth for Category B.

Category B: Curriculum: Areas of Strength

Category B: Curriculum: Areas of Growth

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter IV.
Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion – Student Centered Instruction

Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards and the General Learner Outcomes.

Possible areas to examine and analyze:

- Classroom observations to determine the extent to which differentiation of instruction is occurring and its impact on student learning
- Observations/interviews/surveys to determine the extent to which students know beforehand the learning targets and standards/expected performance levels for each area of study
- How instructional practices and other activities facilitate access and successful educational outcomes for students who are ELL, economically disadvantaged, underachieving, gifted and talented, at-risk, and in special education
- Student interviews that illustrate the extent to which students recognize the academic standards and the General Learner Outcomes and the expected level of performance
- Observations/interviews/surveys to determine the extent to which student feedback is used to adjust instruction

Student Engagement

C1.1. Indicator: All students actively participate and are engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes.

C1.1. Prompt: To what extent are all students actively participating and engaged in challenging appropriate learning activities to achieve the academic standards and the General Learner Outcomes?

Student Understanding of Performance Levels

C1.2. Indicator: Instruction is organized to support clearly articulated and communicated learning targets so that all students know beforehand the standards/expected performance levels and General Learner Outcomes for each area of study.

C1.2. Prompt: Evaluate the extent to which students know the learning targets for each area of study so that they know beforehand the standards/expected performance levels and General Learner Outcomes and what they need to do to meet these.

Students’ Voice and Feedback

C1.3. Indicator: The school’s instructional staff members use students’ voice and feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: Evaluate the effectiveness of the use of students’ voice and feedback to adjust instruction and learning experiences. Provide examples.
C2. **Instruction Criterion – Rigorous and Relevant Student-Centered Instruction**

All teachers provide students with a rigorous and relevant instructional program that includes differentiated instruction and engaging activities and assignments so students demonstrate creative and critical thinking, problem solving, and application.

<table>
<thead>
<tr>
<th>Possible areas to examine and analyze:</th>
</tr>
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<tbody>
<tr>
<td>• The degree to which various learning styles of students are addressed through a variety of instructional approaches</td>
</tr>
<tr>
<td>• The extent to which teachers are facilitators of student learning</td>
</tr>
<tr>
<td>• Student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral, and multimedia formats</td>
</tr>
<tr>
<td>• Student work that demonstrates the extent to which learning is structured so that students access, organize, and apply knowledge they already have through a variety of activities</td>
</tr>
<tr>
<td>• The extent to which new information or learning tasks are connected to personal experiences and knowledge</td>
</tr>
<tr>
<td>• The extent to which students are engaged in intellectually challenging content</td>
</tr>
<tr>
<td>• Student work that provides evidence that students are utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know</td>
</tr>
<tr>
<td>• Student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, projects, discussions, and inquiries related to investigation</td>
</tr>
<tr>
<td>• Student work that shows the extent to which technology is used to assist students in achieving the academic standards and the General Learner Outcomes</td>
</tr>
<tr>
<td>• Student work that illustrates the extent to which current teaching practices provide all students with opportunities to gather and build knowledge and to conduct research</td>
</tr>
<tr>
<td>• Student work that reflects the materials and resources beyond the textbook available to students</td>
</tr>
<tr>
<td>• Use and availability of library/multimedia resources and services and access databases, original source documents and computer information networks</td>
</tr>
<tr>
<td>• Experiences, activities, and resources which link students to the real world</td>
</tr>
<tr>
<td>• The extent to which opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students</td>
</tr>
<tr>
<td>• Other evidence identified by the school.</td>
</tr>
</tbody>
</table>

**Current Knowledge**

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology based on a defined instructional framework, including the integrated use of multimedia and technology.
C2.1. **Prompt**: Evaluate the extent to which teachers are current in the instructional content and effectively use research-based instructional methodology, including the integrated use of multimedia and technology.

**Teachers as Facilitators of Learning Through a Variety of Learning Approaches**

C2.2. **Indicator**: Teachers ensure that students are highly engaged in learning by delivering instruction in a variety of ways, designing student-centered processes and activities, and serving as facilitators of learning.

C2.2. **Prompt**: Evaluate the degree to which students are highly engaged in learning through the use of a variety of institutional practices, student-centered activities and teachers as facilitators of learning.

**Differentiation of Instruction**

C2.3. **Indicator**: The school’s instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment. This includes the use of inclusive practices and multi-tiered supports for students that need diverse instructional methods, including special education and English learners.

C2.3. **Prompt**: How effectively do instructional staff members adapt instruction to meet individual student needs by varying content, processes, products, and/or the learning environment? To what extent is there use of inclusive and multi-tiered supports for students that need diverse instructional methods, including special education and English learners?

**Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology**

C2.4. **Indicator**: Teachers involve students in activities where they can express their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, including the effective use of instructional technology to increase learning.

C2.4. **Prompt**: Evaluate and comment on the extent to which teachers involve students in opportunities for expressing their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, and effective use of instructional technology.

**Real World Experiences to Enhance Learning**

C2.5. **Indicator**: Age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. *(For elementary schools: Age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning, and community projects are available to all students.)*

C2.5. **Prompt**: Evaluate the degree to which age-appropriate opportunities for real world experiences such as shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students. *(For elementary schools: Evaluate the degree to which age-appropriate opportunities for real world experiences such as hands-on learning, problem-based learning and, community projects are available to all students.)*
HIDOE/ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Areas

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 preliminary student learner needs from Task 2.

**Summary (including comments about the identified preliminary student learner needs):**

Prioritize the strengths and areas of growth for Category C.

**Category C: Instruction: Areas of Strength**

**Category C: Instruction: Areas of Growth**

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter IV.
Category D: Standards-based Student Learning: Assessment and Accountability

Areas to examine and analyze (Criteria D1 and D2):

- The nature and types of current student assessment
- How growth is determined and how that information is used
- How grades and performance levels are determined
- Examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum
- How assessment results are used as the basis for evaluation of the curricular objectives and instructional approaches
- Student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- Extent to which assessment is used to improve instruction for students
- Notes from any meetings during which discussions of student progress occur
- Analysis of student work to determine achievement of the academic standards and General Learner Outcomes, including those students with special needs
- Other evidence identified by the school.

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

The school leadership and instructional staff use an effective, coherent schoolwide assessment system to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis measures student achievement on individual student-, schoolwide program-, and subject/grade-levels. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school leadership and instructional staff use effective, coherent assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

D1.1. Prompt: Evaluate the effectiveness and coherency of the assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff regularly review the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: Evaluate the consistency, impact, and effectiveness of the basis for which standards-based grades, growth, and performance levels are regularly reviewed.
Modifications Based on Assessment Results

**D1.3. Indicator:** The school leadership/Academic Reflection Team/Data Teams use assessment results to modify the school’s programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process.

**D1.3. Prompt:** Comment on the overall effectiveness of how the school leadership/Academic Reflection Team/Data Teams have used assessment results to modify the school’s programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process.

Monitoring of Student Growth and Providing Appropriate Interventions

**D1.4. Indicator:** The school has an effective system to monitor all students’ progress toward meeting the academic standards and General Learner Outcomes and provides appropriate interventions [e.g., Comprehensive Student Support System (CSSS), Response to Intervention (RTI), etc.].

**D1.4. Prompt:** Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes and to provide appropriate interventions.
D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Appropriate Assessments that Impact Instructional Practice

D2.1. Indicator: Teachers use a variety of appropriate formative and summative assessments to measure student progress toward acquiring academic standards and the General Learner Outcomes. Assessment results are used to inform instructional practice in the classroom.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness, and the frequency of the use of formative and summative assessments to determine student achievement. To what extent does the use of formative and summative assessments inform teachers’ instructional practice?

Student Reflections

D2.2. Indicator: Students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

D2.2. Prompt: Evaluate the effectiveness to which students are provided frequent opportunities to reflect/assess on their learning and determine what they can do to achieve their learning goals.

Teacher Feedback to Students

D2.3. Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes.

D2.3. Prompt: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and General Learner Outcomes?

Using Assessment Data

D2.4. Indicator: Assessment data are used to make decisions and modify instructional practices within the classroom setting.

D2.4. Prompt: Evaluate the effectiveness of modified instructional practices based on assessment data used within the classroom setting.

Demonstration of Student Achievement

D2.5. Indicator: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post-assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the General Learner Outcomes.

D2.5. Prompt: Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.
HIDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas

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 preliminary student learner needs from Task 2.

Summary (including comments about the identified preliminary student learner needs):

Prioritize the strengths and areas of growth for Category D.

Category D: Assessment and Accountability: Areas of Strength

Category D: Assessment and Accountability: Areas of Growth

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter IV.
Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

Possible areas to examine and analyze:

- Descriptions of the connections or links with parents and community
- How resources provided by parents and community are identified and utilized
- Strategies for involving non-English speaking parents
- Strategies and processes for supporting parents as active partners in the teaching/learning process
- How parents and community members are involved in the school’s decision-making process
- School Community Council meeting agendas and minutes
- Other evidence identified by the school.

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular engagement of parents and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the teaching/learning process for all students.

E1.1. Prompt: Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.

Parent/Community and Student Achievement

E1.2. Indicator: Parent and the school community understand that academic standards and General Learner Outcomes define expected student achievement and learning goals.

E1.2. Prompt: To what extent do parents and the school community understand that academic standards and General Learner Outcomes define expected student achievement and learning goals.

Parents’ Communication and Understanding of their Children’s Learning and Academic Achievement

E1.3. Indicator: Parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.

E1.3. Prompt: How effective are the processes and procedures that are in place to keep parents informed and aware of how their children are learning and achieving?
Student-Parent-Staff Collaboration

**E1.4. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning pathway, college/career, and/or other educational options.

**E1.4. Prompt:** Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning pathway, college/career and/or other educational options.

Community Resources

**E1.5. Indicator:** The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

**E1.5. Prompt:** Evaluate the effectiveness of the school’s use of community resources to support students.
E2. School CultureCriterion

The school leadership a) provides a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

Possible areas to examine and analyze:

- The existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning
- The degree to which a system of behavioral expectations and supports enhances the quality of learning for all students
- 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 analysis of all aspects of the school with respect to health, safety and internet regulations
- The degree to which caring and high expectations for all students is demonstrated on a daily basis
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Ways that citizenship and ethical values and behaviors are demonstrated by students
- The extent to which current educational research and thinking is shared, discussed, implemented, and reflected upon by all the school community as a whole
- Other evidence identified by the school.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has processes/procedures in place (e.g., School Safety Committee) that increases safety awareness, builds enthusiasm for safety programs, and ensures students’ physical health and safety.

E2.1. Prompt: Comment on the effectiveness of the processes/procedures (e.g. School Safety Committee) and its roles and responsibilities in ensuring a safe, clean, and orderly environment that supports students’ physical health and safety.

Discipline and Behavior Management System

E2.2. Indicator: There is an effective schoolwide discipline and behavior management system that supports learning, personal growth, and development of student responsibility.

E2.2. Prompt: Evaluate the effectiveness of the schoolwide discipline and behavior management system in supporting student learning, personal growth, and development of student responsibility.

Culture of Trust, Respect, and Professionalism

E2.3. Indicator: The school has a culture where all stakeholders are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually, and physically.
E2.3. **Prompt**: To what degree does the school create a culture where stakeholders are respected, welcomed, and supported, and feel safe in school?

**High Expectations (e.g., Student Code of Conduct) for Learning and Behavior**

**E2.4. Indicator**: The school has high expectations for students’ behavior and learning within a culture that recognizes and addresses individual differences.

**E2.4. Prompt**: Evaluate the school’s culture and how it supports high expectations for students’ behavior and learning within an environment that recognizes individual differences.

**Diversity**

**E2.5. Indicator**: The school promotes and provides learning experiences that reflect a culture of diversity for its representative student population.

**E2.5. Prompt**: Provide examples and evaluate the effectiveness of how the school promotes and provides learning experiences that reflect a culture of diversity for its representative student population.
E3 and E4. Support for Student Personal and Academic Growth Criteria

Areas to examine and analyze (Criteria E3 and E4):

- The systems of support in the school, including supports provided by counselors and other personnel
- The extent to which the services, activities, and opportunities for assisting students in reaching their goals are coordinated, integrated, and networked to provide comprehensive support
- Strategies which promote a personalized approach to learning
- Alternative learning/instructional options which allow access to and progress in the rigorous standards-based curriculum
- The purpose and effectiveness of the school’s ELL program and its relationship to the rigorous, standards-based curriculum
- A description of how all students with special needs are allowed access to a rigorous standards-based curriculum (e.g., Gifted and Talented, ELL, special education, at-risk)
- Demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- Evidence of availability of classes to support student needs, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)
- Academic support program(s) to ensure students are meeting all requirements
- Strategies which ensure that all students are successful and connected to the school
  - Level of teacher involvement with students in the classroom
  - Existence of a curriculum which promotes inclusion
  - Level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship, teacher participation in extra-curricular and co-curricular activities, advisorships)
  - Homeroom, advisory periods, and student advocacy programs
  - Systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
  - Connections of co-curricular and extra-curricular activities to the school’s academic standards and General Learner Outcomes
  - Processes for regular review of student and schoolwide profiles
  - Processes and procedures for interventions that support student learning (e.g., examine representative case studies)
- Process for regular review of student data that provides information on students meeting the graduation requirements
- Interviews with students and staff to learn the effectiveness of these strategies
• Direct connections between academic standards and General Learner Outcomes and allocation of resources to student support services available to students, such as:
  • Counseling/advisory services
  • Articulation to support effective transitions (e.g., into high school, level to level, and post-high school
  • Health/behavioral health services and other referral mechanisms
• Process of development and monitoring of Personal Transition Plans (high school)
• The alignment of the Master Schedule with student career pathways
• Student access to career and college counseling across all grade levels
• Extent to which the school’s educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
• Other evidence identified by the school

E3. Student Support Criterion – Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

Personalized Support

E3.1. Indicator: The school ensures that every student’s education is personalized, informed by high-quality data, and advances them toward readiness for success in career, college, and community. This includes monitoring and making appropriate changes in students’ personal learning pathways (e.g., classes and programs) based on regular evaluation.

E3.1. Prompt: Evaluate the degree to which all students receive personalized support informed by high-quality data and regular monitoring and assessment to advance them for success in career, college, and community.

Variety of Programs

E3.2. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides career awareness, exploration, and preparation to promote college and career readiness.

E3.2. Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness.

Diverse Opportunities

E3.3. Indicator: Students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed.

E3.3. Prompt: Evaluate the extent to which students are provided with diverse opportunities to explore, plan, and prepare for future success after graduation.
Meeting Graduation Requirements (or end of grade span requirements)

E3.4. Indicator: The school implements academic support programs to ensure students are meeting all graduation requirements.

E3.4. Prompt: Comment on the effectiveness of the academic support programs to ensure students are meeting all graduation requirements or end of grade span requirements.

Appropriate Services

E3.5. Indicator: The school regularly analyzes data to determine student learner needs and allocates appropriate resources to support student services, such as counseling/advisory services, psychological and health services, or referral services.

E3.5. Prompt: Evaluate how the analysis of data is used to determine student learner needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including support and services for students who are at-risk.

Attendance Policy

E3.6. Indicator: The school has an effective attendance policy and student follow-up process that ensures attendance is valued, encouraged, and supported.

E3.6. Prompt: Evaluate the effectiveness of the school’s attendance policy and the student follow-up process, which ensures that attendance is valued, encouraged, and supported.

Transitions

E3.7. Indicator: The school has an effective process in place to support students who are transitioning between grade levels or transferring to a new school.

E3.7. Prompt: Evaluate the effectiveness of the process to support students who are transitioning between grade levels or transferring to a new school.
E4. Student Support Criterion – Accessibility

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community to ensure academic success.

Equal Access to Curriculum and Support

E4.1. Indicator: All students have access to a rigorous, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

E4.1. Prompt: To what extent do all students have accessibility to a rigorous, relevant, and coherent curriculum? Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.

Student Activities

E4.2. Indicator: The school provides students with both curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.

E4.2. Prompt: To what extent does the school provide students with both curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences? Provide current examples of curricular and co-curricular activities that promote civic engagement and responsibility and support academic learning experiences.

Meeting Student Needs Through Student Activities

E4.3. Indicator: The school has a process for regularly evaluating the degree to which the school’s student activities are meeting the needs of students and support their learning and personal development.

E4.3. Prompt: Evaluate the school process for regularly evaluating the degree to which the school’s student activities are meeting the needs of students and support their learning and personal development.
HIDOE/ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E 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 preliminary student learner needs from Task 2.

Summary (including comments about the identified preliminary student learner needs):

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Organization: Areas of Strength

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter IV.
The Visit
School Principal and Self-Study Coordinator
Visit Preparation Checklist

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

1. Principal, 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 principal and SC 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.”)

Who is responsible for the Visiting Committee expenses?
Currently, the Hawaii State Department of Education (HIDOE) will cover the expenses for the visit. The visiting committee chairs and members will pay for their travel, lodging, meals, and car rental (chair for team); the chairs will submit the expenses to ACS WASC for reimbursement. ACS WASC will invoice the HIDOE at the end of the school year for all visits.

What is the school’s responsibility regarding lodging reservations?
Visits on Oahu: All chairs and members from other islands will stay at the Ala Moana Hotel, where a corporate rate has been established to minimize costs. ACS WASC School’s Desk reserves the rooms at the hotel and will provide the confirmation number(s) to the school.

Visits on Hawaii, Kauai, Lanai, Maui, and Molokai: All chairs and members from other islands will stay at a hotel designated by the school. The school to be visited will work with the ACS WASC visiting committee chair to make the hotel reservations for the chair and the members so all will be informed about the arrangements. The hotel should be safe, convenient, and of reasonable cost. There should be a single nonsmoking room for each member.

NOTE: Chairs will make their air transportation and car rental arrangements in collaboration with the ACS WASC accounting department. Members from other Hawaiian islands are to make their own airline reservations.

Why are schools on Hawaii, Kauai, Lanai, Maui, and Molokai tasked with finding lodging for the visiting committee?
Schools have the best knowledge of appropriate lodging for the visiting committee as they work collaboratively with the visiting committee chairs.

After the Self-Study Report is completed, copies are distributed to the appropriate people/organizations. The principal, SC, and visiting committee chairperson finalize the schedule for the visit.
2. **During the month prior to the visit, the principal, SC, and the Leadership Team continue discussion of the implementation of the Academic Plan.**

Staff members and other stakeholders review the Academic 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 Academic Plan. The Leadership Team will share these ideas with the visiting committee.

3. **Principal and SC complete preparation for the ACS WASC visit.**

Principal and SC verify all visiting committee visit arrangements: housing, technical and clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. Principal and SC ensure the availability of exhibits in the workroom and throughout the school, including representative student work samples that have been analyzed.

4. **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.

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**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/.

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**Self-Check Questions**

- Have the visiting committee visit arrangements been made?
- Have any needed reimbursement issues been worked out?
5. The SC sends copies of the final visiting committee report to ACS WASC and all stakeholder groups.

✔ Self-Check Questions

Has the final visiting committee report been sent to the appropriate recipients?

6. 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 Academic Plan.

✔ Self-Check Questions

Has the modified Academic Plan been sent to the appropriate recipients?

- No later than six weeks following the visit an electronic copy of the modified **Academic Plan** should be submitted 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 stakeholders groups.
- The **Principal and Self-Study Coordinator Post-Visit Checklist** can be found on page 145.
Visiting Committee Chairperson Checklist

Previsit Preparation

___1. Attend ACS WASC chair training.

___2. Study the HIDOE/ACS WASC Focus on Learning process guide, the reference cards, and the accreditation status worksheet.

___3. Review the Guiding Principles of Accreditation. Use them as a lens to understand the goals of the school community and to guide your leadership role.

The HIDOE/ACS WASC believes that the accreditation process empowers schools to:

- Ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders
- Ensure there is a culture that nurtures and supports the well-being of all students.
- Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students
- Evaluate students’ achievement of the General Learner Outcomes and the academic standards
- Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning
- Evaluate its program effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria
- Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs
- Implement and monitor the ongoing improvement results and the impact on student learning.

___4. Review the HIDOE/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 General Learner Outcomes and review past reports, and Academic Plans. Review the HIDOE Strategic Plan 2017-2020. Obtain the current Academic Plan, prior pertinent reports, view website, HIDOE data, etc. (Examples of reports include prior self-study and mid-cycle reports, revisit report, and corresponding visiting committee reports.)

___7. Discuss the expense reimbursement procedures with ACS WASC staff and convey this information to the Visiting Committee members. See the Chair Memo attached
8. Communicate with the school about the following issues:

**Note:** Begin critiquing draft sections of the self-study, e.g., the profile and the summary, General Learner Outcomes, identified student learner needs, and progress report, one or more Focus Group summaries, and draft of the updated Academic Plan. Ensure that the student learner needs are addressed throughout the analysis of the school’s program based on the criteria areas and found in the Academic Plan. 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 send 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 expectations, 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 Academic Plan? For example, has the school considered maintaining the Focus Groups after the visit to oversee the Academic Plan?

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 student learner needs and the related important questions noted in the profile summary?

d. Understanding the vision, mission, and General Learner Outcomes
   - Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and General 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 General Learner Outcomes from all certificated staff, all students, and other stakeholder groups?
○ To what extent has the school developed measurable indicators of the General Learner Outcomes and defined their quality accomplishment?
○ Do the stakeholders understand how to use the profile data, including the vision, mission, the student learner needs, and General Learner Outcomes, to guide further inquiry about student achievement and the school programs?
○ Is there understanding of the complementary relationship of General Learner Outcomes to academic standards?

**e. Progress since the previous full self-study**

○ Did the school show how all schoolwide critical areas for follow-up identified by visiting committees since the last full self-study were integrated into the Academic Plan?
○ Did the school address each section of the Academic Plan?
○ Did the progress report include data and information that indicate whether school staff and students met established growth targets?
○ Does the report show how each section impacted student accomplishment of the student learner needs and one or more General Learner Outcomes?
○ Did the school show how other critical areas for follow-up were addressed that were not part of the Academic Plan?

**f. Analysis and synthesis of the quality of the school program in relation to the General Learner Outcomes, academic standards, and the HIDOE/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 General 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 Academic Plan and monitoring process**

○ Is the Academic Plan organized around growth targets and benchmarks for all appropriate student subgroups?
○ Do the Academic Plan goals 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 Academic Plan?
○ Are resources dedicated to each growth target?
○ Is there an effective process in place to integrate the visiting committee suggestions into the Academic Plan after the visit?
○ Is there a sound follow-up process that will be used to monitor the
accomplishment of the Academic Plan and modify as needed?
  ○ Is the Academic Plan organized around growth targets and benchmarks for all appropriate student subgroups?
  ○ Do the Academic Plan sections address the learning needs of all students as identified in the student/community profile?
  ○ Are resources dedicated to each growth target?
  ○ Is there an effective process in place to integrate the visiting committee suggestions into the Academic Plan after the visit?
  ○ Is there a sound follow-up process that will be used to monitor the accomplishment of the Academic 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 General Learner Outcomes, academic standards, and HIDOE/ACS WASC criteria
    – A linkage to identified student learner needs, “identified growth areas,” and Academic Plan goals
    – 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.
9. 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; ACS WASC will send the HIDOE/ACS WASC Focus on Learning manual and reference cards directly to the visiting committee members; confirm the members’ desired email address, phone number, and mailing address for mailing of the completed self-study.
   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.

10. Continue to maintain contact with the school to determine:
   a. If the school needs further direct assistance
   b. Progress on the report
   c. 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, General Learner Outcomes, progress report, the draft Focus Group summaries, and the Academic Plan.
   d. Appropriate technical and clerical support.

11. 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 student learner needs, and the mission, vision, and General 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.
12. Maintain regular contact with school to check the following:
   a. Progress of the self-study report
   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.

13. 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.

14. Prepare the first draft of the visiting committee report correlated to the self-study report chapters. Ahead of time begin writing the following: Preface, brief comments on the self-study outcomes; Chapter I, response to the school’s progress report; Chapter II, summary of key information from the student/community profile; and Chapter V, ongoing school improvement based on the Academic Plan; include all thoughts from the visiting committee members for these sections and their drafts for Chapter III, the school program based on the HIDOE/ACS WASC criteria and indicators; have the tentative report ready for the initial orientation visiting committee meeting (i.e., Monday afternoon). **Note:** Using Google Drive will facilitate all members being aware of the draft visiting committee report.

15. Plan the orientation meeting for visiting committee members prior to initial meeting at school (e.g., Monday 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 HIDOE/ACS WASC criteria, the school’s student learner needs and the General 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 General Learner Outcomes and academic standards
   e. Discussion of the self-study report: trends and perceptions based on the General Learner Outcomes, academic standards, and HIDOE/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 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.  

\textcolor{red}{\textbf{Note}}: See the suggested agenda 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 General Learner Outcomes and the HIDOE/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 General Learner Outcomes, academic standards, and the HIDOE/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 Academic Plan.

6. At the final meeting with the Leadership Team, facilitate a thorough dialogue about the Academic Plan based upon the school and visiting committee findings in relation to the General Learner Outcomes, academic standards, and the HIDOE/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 Academic 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 HIDOE/ACS WASC criterion and supporting indicators within the five 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 Academic 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.


4. Keep copies of all ACS WASC forms and visiting committee report.

5. Guide members in completing the evaluation forms for the chair.

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 there are questions about a reimbursement.

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 *HIDOE/ACS WASC Focus on Learning* process guide and the reference cards.

___4. Use the Guiding Principles of Accreditation as a lens to understand the goals of the school community and to guide your participation as a visiting committee member:

   The HIDOE/ACS WASC believes that the accreditation process empowers schools to:
   - Ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders
   - Ensure there is a culture that nurtures and supports the well-being of all students.
   - Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students
   - Evaluate students’ achievement of the General Learner Outcomes and the academic standards
   - Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning
   - Evaluate its program effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria
   - Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs
   - Implement and monitor the ongoing improvement results and the impact on student learning

___5. Review the HIDOE/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 student learner needs, and the General Learner Outcomes; critique the Academic Plan. Understand alignment of the three year plan to the Hawaii State Strategic Plan 2017-2020.

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 student learner needs, the General Learner Outcomes, the academic standards, and the concepts of the criteria?

• Does the Academic Plan address the major identified growth areas and enhance the learning of all students as identified in the student/community profile?

• Are the student learner needs and the General Learner Outcomes being addressed through the Academic Plan?

• Is the implementation of a standards-based system being addressed through the Academic Plan?

• Is the Academic Plan feasible and realistic? Are resources considered for each Academic Plan section?

• Do the ways of assessing progress include the analysis of student learning?

• Is there sufficient commitment to the Academic Plan, schoolwide and systemwide?

• Is there a sound follow-up process that will be used to monitor the accomplishment of the Academic Plan?

c. Write tentative narrative statements in response to the criteria including the relationship of the concepts of the criteria/indicators to the General Learner Outcomes and student learner needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit.

Send these to the 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 to visit:
    a. *HIDOE/ACS WASC Focus on Learning* process guide
    b. Reference cards
    c. Self-study report
    d. All notes
    e. 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 HIDOE/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 General Learner Outcomes and academic standards are being accomplished.

4. Look for evidence of an ongoing process for school improvement.

5. Let the program unfold: do not 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 Academic 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 HIDOE/ACS WASC accreditation status factor. Individually make decisions regarding the quality of the school’s educational program with respect to the HIDOE/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 HIDOE/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 to Hawaii public schools. This schedule should be adjusted by the school and visiting committee (VC) chair to fit the local situation. In the self-study 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 areas 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 principal and self-study coordinator to discuss the progress of the visit.

Day before Visit (Usually Monday)

12:00 PM Meeting of VC members to begin group discussion on perceptions of self-study — planning of questions and group processes for forthcoming meetings

3:00 PM Meeting with the principal, 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 board, district, 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) (or later in the day)

8:00–8:30 AM Meeting with principal and VC chair (possibly other VC members)

8:00–11:45 AM Evidence gathering: class/program observations, interviews, examination of student work

11:00–11:45 PM 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 Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting) [Suggestion: Meet with the Curriculum and Instruction Focus Groups on first day and have Assessment on second day plus possibly another Focus Group]

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)

Evidence gathering: 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 Ad Hoc student group (VC reps for 45 minutes)

Gathering of Evidence: class/program observations, interviews, examination of student work

1:30–2:30 PM  Complex Area meeting at the school site (VC chair and reps.)

2:30–4:30 PM  Meeting with Focus Group(s) for 1-1/2 to 2 hours (at least two VC per Focus Group meeting)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30–7:00 PM</td>
<td>VC debrief/discussion and writing individually or in pairs; identification of schoolwide strengths and critical areas for follow-up</td>
</tr>
<tr>
<td>7:00 PM–</td>
<td>Dinner (VC alone) and work on draft report</td>
</tr>
<tr>
<td><strong>Third Day</strong></td>
<td>(Check out of hotel prior to departing for school)</td>
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<tr>
<td>7:15–8:00 AM</td>
<td>Meeting with Leadership Team (total VC)</td>
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<tr>
<td>8:00–8:30 AM</td>
<td>Meeting with principal and VC chair</td>
</tr>
<tr>
<td>8:00–11:00 AM</td>
<td>Completion of draft report, contacting school staff as needed</td>
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<tr>
<td></td>
<td>Completion of draft documentation/justification statement</td>
</tr>
<tr>
<td>11:00 AM–1:00 PM</td>
<td>Meeting with the Leadership Team and others invited by the school to discuss/clarify findings of visit and the VC report — ALL Leadership Team members must have copy of draft VC report</td>
</tr>
<tr>
<td>1:00–3:00 PM</td>
<td>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; the final draft of the report is completed during this session</td>
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<tr>
<td></td>
<td>Completion of the “Accreditation Status Recommendation” and the “Documentation and Justification Statement”</td>
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<td></td>
<td>Finalization of expense forms, evaluations, exit PowerPoint presentation for closing session</td>
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<tr>
<td>3:00–3:30 PM</td>
<td>Oral Report to staff/stakeholders using a PowerPoint presentation; the principal is encouraged to invite representatives of students, classified staff, and community to attend</td>
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<tr>
<td>3:30–4:00 PM</td>
<td>Final draft of report left with principal; departure of VC</td>
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Visiting Committee Report Format

Title Page
• School Name
• City
• Dates of Visit
• Names and Titles of Visiting Committee Members

Preface
Include a copy of the school’s General Learner Outcomes.
Comment on the school’s self-study process in relation to the ACS WASC Guiding Principles of Accreditation.
The HIDOE/ACS WASC accreditation process empowers schools to:
• Ensure that there is a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders
• Ensure there is a culture that nurtures and supports the well-being of all students.
• Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students
• Evaluate students’ achievement of the General Learner Outcomes and the academic standards
• Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning
• Evaluate its program effectiveness in relation to 1) its impact on student learning based on General Learner Outcomes, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria
• Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs
• Implement and monitor the ongoing improvement results and the impact on student learning.

Chapter I: 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 Academic Plan has incorporated each of the critical areas for follow-up, including the impact on student learning.
Chapter II: 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., attendance rates, size of ELL population, teacher credentialing, class size, dropout rates, programs for students)
- Appropriateness of identified student learner needs and their linkage to the General 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 III: 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: Vision and Purpose, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth.

- 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 HIDOE/ACS WASC Accreditation Status Determination Worksheet).

Chapter IV: Synthesis of 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 Academic Plan
  ✓ Confirm areas to be strengthened within the already identified areas
  ✓ Identify any additional areas to be added to the Academic 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 Academic Plan.
Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the Academic Plan
- Comment on the following school improvement issues:
  ✓ Adequacy of the Academic Plan in addressing the identified critical areas for follow-up
    o Do the Academic Plan goals address the critical areas for follow-up?
    o Will the Academic Plan enhance student learning?
    o Is the Academic Plan a “user-friendly” plan that has integrated all major school initiatives?
    o Is the Academic Plan feasible within existing resources?
    o Is there sufficient commitment to the Academic Plan?
  ✓ 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 Academic 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 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-year 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 accomplishes the self-study outcomes
2. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.
3. *Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources* that supports high achievement for all students
4. *Standards-based Student Learning: Curriculum* that supports high achievement for all students
5. *Standards-based Student Learning: Instruction* that supports high achievement for all students
6. *Standards-based Student Learning: Assessment and Accountability* that supports high achievement for all students
7. *School Culture and Support for Student Personal and Academic Growth* that supports high achievement for all students
8. Acceptable progress by all students toward clearly defined General Learner Outcomes, academic standards, and other institutional and/or governing authority expectations
9. The alignment of the Academic Plan to the school’s areas of greatest need to support high achievement of all students
10. The capacity to implement and monitor the Academic Plan and revise or refine as needed.
Accreditation Status Determination

CONFIDENTIAL
Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

Barry H. Groves, Ed.D.
President

Marilyn S. George, Ed.D.
Executive Vice President

Accreditation Status Recommendation

Name of School Visited:
Address of School:

Name of District:
Manual Used in Self-Study:
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

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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?

**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 One-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 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 **one-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 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.
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 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

Year 1
- Self-Study
- Six-Year Accreditation Granted
- [School Preparing Mid-cycle Report and/or Visit]

Year 2
- Mid-cycle Report and One-Day Visit
- Mid-cycle Report
- Mid-cycle Report and Two-Day Visit

Year 3
- Special Progress Report and/or Visit (if required)

Year 4
- Special Visit and/or Report (if required)

Year 5
- [School Preparing Next Self-Study]

Year 6
- Next Self-Study

Legend:
- Accredited: 
- Probationary Accreditation: 
- Accreditation Withheld:

* A special visit and/or report may be required at any time in the accreditation cycle.
+ Probationary accreditation status may be appealed.
SAMPLE DOCUMENTATION AND JUSTIFICATION STATEMENT FOR HIDOE/ACS WASC JOINT PROCESS

For proper processing, please complete the following information:

<table>
<thead>
<tr>
<th>Chair Name</th>
<th>Name and City of School Visited</th>
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<tr>
<th>Chair’s Work Phone</th>
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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 reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

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

   Narrative Rationale:
2. 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:

3. Organization: Vision, Mission, and General Learner Outcomes that supports high achievement for all students. Defining of the school’s vision and purpose through General 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: Leadership and Staff — Data-Informed Decision-Making — that supports high achievement for all students. (A3)
   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
   Narrative Rationale:

6. Organization: Leadership and Staff — Schoolwide Organization for Student Achievement — that supports high achievement for all students. (A4)
   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
   Narrative Rationale:
7. Organization: Leadership and Staff — Research and Professional Development — that supports high achievement for all students. (A5)
   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
   Narrative Rationale:

8. Organization: Resources that supports high achievement for all students. (A6)
   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
   Narrative Rationale:

9. Standards-based Student Learning: Curriculum — Student Participation in a Standards-based Curriculum — that supports high achievement for all students. (B1)
   Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
   Narrative Rationale:

10. Standards-based Student Learning: Instruction — Student Access to Learning — that supports high achievement for all students. (C1)
    Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
    Narrative Rationale:

11. Standards-based Student Learning: Instruction — Rigorous and Relevant Instruction — that supports high achievement for all students. (C2)
    Visiting Committee Rating: □ Highly Effective □ Effective □ Somewhat Effective □ Ineffective
    Narrative Rationale:
12. Standards-based Student Learning: Assessment and Accountability — Reporting and Accountability Processes — that supports high achievement for all students. (D1)
   Visiting Committee Rating:  
   Narrative Rationale:

13. Standards-based Student Learning: Assessment and Accountability — Classroom Assessment Strategies — that supports high achievement for all students. (D2)
   Visiting Committee Rating:  
   Narrative Rationale:

14. School Culture and Support for Student Personal and Academic Growth: Parent and Community Engagement that supports high achievement for all students. (E1)
   Visiting Committee Rating:  
   Narrative Rationale:

15. School Culture and Support for Student Personal and Academic Growth: School Culture that supports high achievement for all students. (E2)
   Visiting Committee Rating:  
   Narrative Rationale:

16. School Culture and Support for Student Personal and Academic Growth: Student Support — Personalization and Accessibility — that support high achievement for all students. (E3 & E4)
   Visiting Committee Rating:  
   Narrative Rationale:
17. Acceptable progress by all students toward clearly defined General Learner Outcomes (student learner needs), academic standards, and other institutional and/or governing authority expectations.

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

Narrative Rationale:

18. The alignment of a long-range Academic Plan to the school’s areas of greatest need to support high achievement for all students.

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

Narrative Rationale:

19. The capacity to implement and monitor the Academic 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 Academic Plan.

Status Options Considered

Accreditation Status Recommendation Rationale (provide compelling evidence):

1.
2.
3.
4. ...
The Follow-up: Moving Forward
Principal and Self-Study Coordinator Post-Visit Checklist

• Revise the Academic Plan
• Send an electronic copy of the revised Academic Plan to ACS WASC and post on the school’s website
• Send an electronic copy of the Visiting Committee Report to the Office of the Deputy Superintendent via School Transformation Branch, ATTN: Educational Specialist, ACS WASC.

After the visit, the self-study coordinator (SC) and principal 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 Academic Plan. The narrative suggestions and critical areas for follow-up left by the visiting committee should be integrated into the Academic Plan.

A copy of the modified Academic Plan should be sent to ACS WASC.

ACS WASC staff will send to the principal an evaluation form on the accreditation process shortly after the visit. If there are additional questions or comments, please contact Dr. Barry R. Groves, ACS WASC President, and Dr. Marilyn George, ACS WASC Executive Vice President.

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 General Learner Outcomes and academic standards; this will result in modifications annually of the Academic 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 Academic Plan been sent?

• No later than six weeks following the visit, the school should send an electronic copy of the modified Academic 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/.
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 Academic Plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the General 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 Academic 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
   b. The operating Academic Plan
   c. Annual progress reports.
7. Based on the HIDOE/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 Academic 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, student learner needs
    b. Vision, mission, and General Learner Outcomes
    c. Overall progress report since last full visit (or initial visit)
    d. Findings and supporting evidence
    e. Updated Academic Plan.