# 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 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.**

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 processes 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 assessment, 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.*

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| **Findings** | **Supporting Evidence** |
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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.*

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| **Findings** | **Supporting Evidence** |
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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.*

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| **Findings** | **Supporting Evidence** |
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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.*

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| **Findings** | **Supporting Evidence** |
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**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?*

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| **Findings** | **Supporting Evidence** |
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**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.*

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| **Findings** | **Supporting Evidence** |
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**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?*

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| **Findings** | **Supporting Evidence** |
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**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.*

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| **Findings** | **Supporting Evidence** |
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**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.*

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| **Findings** | **Supporting Evidence** |
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**HIDOE/ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Synthesize Strengths and Growth Needs**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.**

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| **Areas of Strength** |

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2.
3.
4. …

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| Areas of Growth |

1.
2.
3.
4. …
* **List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile)**
* **List any additional identified student learner needs that resulted from the Focus Group analyses.**
* **In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to**
	+ **Analyze what areas within the Academic Plan need to be addressed**
	+ **Identify important next steps within the Academic Plan.**