

ACS WASC/Hawaii DOE Accreditation Status Worksheet

How are students achieving?

Is the school doing everything possible to support high achievement for all its students?

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the HIDOE/ACS WASC criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the Visiting Committee's findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official "Documentation and Justification Statement."
 - **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

<i>Accreditation status will be based upon a school demonstrating the following factors:</i>	Highly Effective	Effective	Somewhat Effective	Ineffective
<i>Involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes.</i>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need. • Critical learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the HIDOE/ACS WASC criteria. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Critical learner needs addressed to some degree in the evaluation of the school's program and operations in relation to the HIDOE/ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Limited involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of critical learner needs and student data/information. • Limited involvement in addressing critical learner needs in the evaluation of the school's program and operations in relation to the HIDOE/ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information. • Lack of involvement in evaluating school's program and operations related to critical learner needs and the HIDOE/ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div>
<i>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</i>	<ul style="list-style-type: none"> • Ongoing systemic improvement integral to school's culture involving all stakeholders • A review annually by school stakeholders of student profile data about achievement and demographics in relation to Academic and Financial Plan progress. • Impact of Academic Plan progress on student learning analyzed, including critical learner needs. • Plan updated as needed. • Formal progress report prepared and shared with all stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. • Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs. • Some stakeholders involved in action plan update. • Informal process for involving and informing all stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Limited addressing of prior accreditation findings occurs. • Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs. • Limited involvement of stakeholders in action plan update. • No formal or informal process regularly used to involve and inform stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Little, if any, addressing of prior accreditation findings by leadership and other stakeholders. <div style="text-align: right;"><input type="checkbox"/></div>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
HIDOE/ACS WASC CRITERIA				
CATEGORY A: ORGANIZATION				
A1. Vision, Mission, and General Learner Outcomes that supports high achievement for all students. <i>Defining of the school's vision and mission by academic standards, General Learner Outcomes, and the school's Academic Plan.</i>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A2. Governance that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A3. Leadership and Staff — Data-Informed Decision-Making — that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A4 & A5. Leadership and Staff — Schoolwide Organization for Student Achievement and Research and Professional Development — that support high achievement for all students.	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
A6. Resources that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM				
B1. Curriculum — Student Participation in a Standards-based Curriculum — that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION				
C1. Instruction — Student Access to Learning — that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
C2. Instruction — Rigorous and Relevant Student-Centered Instruction — that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY				
<i>D1 & D2. Assessment and Accountability — Reporting and Accountability Processes and Classroom Assessment Strategies — that support high achievement for all students.</i>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY E: SCHOOL CULTURE FOR STUDENT PERSONAL AND ACADEMIC GROWTH				
<i>E1 & E2. Parent and Community Engagement and School Culture that support high achievement for all students.</i>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
<i>E3 & E4. Student Support — Personalization and Accessibility — that support high achievement for all students.</i>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>	<ul style="list-style-type: none"> Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/>
<i>Acceptable progress by all students toward clearly defined General Learner Outcomes, academic standards, and other institutional and/or governing authority expectations.</i>	<ul style="list-style-type: none"> Multiple measures show acceptable progress for all students based on the critical learner needs, the academic standards, and the General Learner Outcomes. Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached for some identified student subgroups based on the critical learner needs, the academic standards and the General Learner Outcomes. Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached for a limited number of student subgroups based on the critical learner needs, the academic standards, and the General Learner Outcomes. Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>	<ul style="list-style-type: none"> Multiple measures show growth targets being reached by very few student subgroups based on the critical learner needs, the academic standards, and the General Learner Outcomes. Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <input type="checkbox"/>
<i>The alignment of the Academic Plan to the school's areas of greatest need to support high achievement for all students.</i>	<ul style="list-style-type: none"> Analysis of all appropriate data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas in the Academic Plan. Strong focus on improving student achievement in the Academic Plan. Clarity with each part of the Academic Plan. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of some data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in the Academic Plan. Focus on improving student achievement in some parts of the Academic Plan. General clarity in some parts of the Academic Plan. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of limited data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the Academic Plan. Limited focus on improving student achievement in the Academic Plan. Lack of clarity in the Academic Plan. <input type="checkbox"/>	<ul style="list-style-type: none"> Analysis of little, if any, data/information about the critical learner needs and student achievement and program supports the identified prioritized growth areas. Little, if any, focus on improving student achievement in the Academic Plan. Little clarity in the Academic Plan. <input type="checkbox"/>

Accreditation status will be based upon a school demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
The capacity to implement and monitor the Academic Plan and revise or refine as needed.	<ul style="list-style-type: none"> • Process that includes both formative and summative evaluation in place. • Plan developed collaboratively. • All stakeholders aware and consent to be involved in implementation. • Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. • Evaluation results used to identify priorities and further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> • Process includes some formative evaluation but focus is mainly summative. • Plan developed collaboratively. • General awareness and consent to be involved in implementation. • Plan evaluated annually. • School staff and periodically other stakeholders informed of Academic and Financial Plan progress. • Actions may be evaluated in terms of student achievement and other factors. • Evaluation results used to identify further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> • Limited understanding by school administrative and instructional staff about the need for implementation. • Link of the Academic Plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> • Process of implementation not clarified as to who and what will be accomplished. • Little understanding of need and value of the Academic Plan linked to high student achievement by administrative and instructional staff and other stakeholders. <input type="checkbox"/>

Accreditation Status Determination Attachment HIDOE/ACS WASC Criteria with Indicators/Prompts

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

A. ORGANIZATION

A1. Vision, Mission, and General Learner Outcomes *To what extent does the school have 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), to what extent is the school's purpose defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan?*

Vision, Mission, General Learner Outcomes, Profile, Academic Plan: The school has established a clear, coherent vision and mission of what students should know and be able to do; 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.

Development/Refinement of Vision, Mission, General Learner Outcomes: The processes to ensure involvement of representatives from the entire school community in the development/refinement/regular review of the vision and mission, General Learner Outcomes, and the school's Academic Plan are effective.

Understanding of Vision, Mission, General Learner Outcomes, and Academic Plan: 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.

A2. Governance *To what extent are the school's program and operations in alignment with the a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education's rules, regulations, and procedures? To what extent does the Board of Education delegate implementation and monitoring of these policies to the Hawaii Department of Education?*

Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area and School): The school community understands the governing authority's role, including how stakeholders can be involved.

Relationship Between Governing Authority and School: The school's 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: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

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

Broad-Based and Collaborative Planning Process: 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.

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

Progress Monitoring of the Academic Plan: 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.

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

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

A4. Leadership and Staff — Schoolwide Organization for Student Achievement *To what extent does a qualified staff facilitate 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?*

Qualifications of Staff: 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.

Maximum Use of Staff Expertise: 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.

Defining and Understanding Policies and Procedures: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and faculty; these are understood by administration and staff.

Internal Communication and Planning: The school has effective structures for internal communication, planning, and resolving differences.

Consistency in the Implementation of Schoolwide Programs, Initiatives, and Practices: Schoolwide programs, initiatives, and practices are regularly and consistently implemented by all staff.

A5. Leadership and Staff — Research and Professional Development *To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?*

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

Data Driven Professional Development: The school uses an effective data analysis process to determine professional development/learning needs.

Accountability and Evaluation: The school implements effective support strategies and accountability processes in order to promote professional growth of staff.

Measurable Effect of Professional Development: There are effective operating processes in process to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

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

Allocation Decisions: Decisions about resource allocations align with the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.

Allocation Involvement: The school leadership and staff are involved in the resource allocation decisions.

Practices: 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.

Well-Qualified Personnel: 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 learning needs.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Facilities Conducive to Learning: 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.

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum — Student Participation in a Standards-based Curriculum — *To what extent do 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?*

Current Educational Research and Thinking: The school provides an effective curriculum based on current educational research and thinking that supports the academic standards.

General Learning Outcomes and Academic Standards Addressed: 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.

Student Work — Addressing Standards-Based Curriculum: 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.

Congruence with General Learner Outcomes and Academic Standards: 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: The school's curriculum review, evaluation, and planning processes that engage key stakeholders are effective and ensure student learning 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: 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.

Integration among Disciplines: There is curriculum integration among disciplines at the school.

Real World Applications — Curriculum: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

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

C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction — Student Centered Instruction *To what extent do students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students can achieve the academic standards and the General Learner Outcomes?*

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

Student Understanding of Performance Levels: 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.

Students' Voice and Feedback: The school's instructional staff members use students' voice and feedback in order to adjust instruction and learning experiences.

C2. Instruction — Rigorous and Relevant Student-Centered Instruction *To what extent do 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?*

Current Knowledge: 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.

Teachers as Facilitators of Learning Through a Variety of Learning Approaches: 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.

Differentiation of Instruction: 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.

Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology: 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.

Real World Experiences to Enhance Learning: 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.)*

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1 Assessment and Accountability — Reporting and Accountability Processes *To what extent does 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? To what extent does the measure student achievement on individual student-, schoolwide program-, and subject/grade-levels? To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the Academic Plan?*

Professionally Acceptable Assessment Process: 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.

Basis for Determination of Performance Levels: 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.

Modifications Based on Assessment Results: 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.

Monitoring of Student Growth and Providing Appropriate Interventions: 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.].

D2. Assessment and Accountability — Classroom Assessment Strategies *To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?
To what extent do students and teachers use these findings to modify the teaching/learning process and support the educational progress of every student?*

Appropriate Assessments that Impact Instructional Practice: 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.

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

Using Assessment Data: Assessment data are used to make decisions and modify instructional practices within the classroom setting.

Demonstration of Student Achievement: 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.

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

E1. Parent and Community Engagement *To what extent does the school leadership employ a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?*

Parent Engagement: 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.

Parent/Community and Student Achievement: Parent and the school community understand that academic standards and General Learner Outcomes define expected student achievement and learning goals.

Parent Communication and Understanding in their Children's Learning and Academic Achievement: Parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career, and/or other educational options.

Community Resources: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E2. School Culture *a) To what extent does the school leadership a) provide a safe, clean, and orderly place that nurtures learning b) develop a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintain focus on continuous school improvement?*

Safe, Clean, and Orderly Environment: 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.

Discipline and Behavior Management System: There is an effective schoolwide discipline and behavior management system that supports learning, personal growth, and development of student responsibility.

Culture of Trust, Respect, and Professionalism: The school has a culture where all stakeholders are respected, welcomed, supported, and feel safe at school: socially, emotionally, intellectually and physically.

High Expectations (e.g., Student Code of Conduct) for Learning and Behavior: The school has high expectations for students behavior and learning within a culture that recognizes and addresses individual differences.

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

E3. School Culture and Student Support — Personalization *E3. To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?*

Personalized Support: 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.

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

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

Meeting Graduation Requirements (or end of grade span requirements): The school implements academic support programs to ensure students are meeting all graduation requirements.

Appropriate Services: The school regularly analyzes data to determine student learning needs and allocates appropriate resources to support student services, such as counseling/advisory services, psychological and health services, or referral services.

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

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

E4. School Culture and Student Support — Accessibility

E4. To what extent do students have access to a system of personalized supports, activities, and opportunities at the school and within the community?

Equal Access to Curriculum and Support: All students have access to a challenging, 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).

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

Meeting Student Needs Through Student Activities: 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.