

SAMPLE QUALITY COMMENDATIONS AND RECOMMENDATIONS

Commendations

The elements of high quality commendations are:

- **who is responsible for this strength;**
- **a clear, specific strength;**
- **the impact of the strength on the curricular and instructional program for students;**
- **accurate, specific documentation (minimum: two references)**

Samples are given below:

The Committee commends:

1. The school staff, students and parents for working collaboratively to create an effective educational environment which is reflected by an atmosphere of caring, professionalism, a clear academic focus coupled with high expectations, increased student achievement, strong parent and community support, and a safe and orderly campus. (School Report, pp. 115–117, 151–152; conferences with Parent/Community Committee, administration, and staff; observations of campus and classrooms; WASC Criteria: Student Connectedness, School Environment, Parent/Community Involvement)
2. The school, administration and staff for restructuring the school organization to develop a middle school with attendant curriculum, facilities and staff, thereby better meeting the special needs of this age group. (School Report, pp. 78–81; conferences with administration, staff, and parents; WASC Criteria: School Leadership, Staff)
3. The school administration, teachers, and support staff for the dedicated effort in providing additional support for students learning English as an additional language throughout the curriculum. (School Report, pp. 31, 40–41, 51, 72, 79, 115–129, 145–146, 177, 182, 188, 191; conferences with counselors, English as a Second language teachers, teachers from the various subject and grade levels; interviews with students; examination of student work; observation in classrooms; WASC Criteria: What Students Learn, Student Connectedness)
4. The school administration and faculty for the development of a clearly defined “Mission Statement” which incorporates a shared responsibility for student achievement and recognition of the need for a positive learning environment that will facilitate student achievement. (School Report, pp. 3,5; conferences with administration and teachers; observation of classes; WASC Criteria: School Purpose, School Environment, School Improvement Process)
5. The departments and students for using collaborative groupings in which students explore their understanding of literature through visual interpretations, discussions and extended writing activities. (School Report, pp. 191–192; interviews with students; conference with English Department; observation of English classes; WASC Criteria: What Students Learn, How Students Learn)

Recommendations

The elements of high quality recommendations are:

- who will facilitate addressing the area for improvement;
- a clear, specific area for improvement;
- the positive outcome of dealing with the area for improvement;
- accurate, specific documentation (minimum: two references).

Samples are given below:

The Committee recommends:

1. That the school administration, teachers, parents, students and governing board representative develop more specific schoolwide learner outcomes that reflect the school's vision, mission, and current and future learning needs of the students served. By developing and implementing these, the school community can be assured there is clear direction for students to reach their potential and be prepared for the college/career pursuits in today's global society. (School Report, pp. 35–38, 40–42, 68-72, 87, 96; conferences with staff, students, and parents; WASC Criteria: School Purpose, School Improvement Process)
2. That the administration and staff develop and implement a plan to expand the schoolwide use of performance-based assessment to appropriately measure the progress of all students toward the achievement of clearly defined schoolwide learner outcomes in a rapidly changing, culturally diverse student population. (School Report, pp. 60–62, 85–86, Appendix; conferences with departments, administration; examination of curricular documentation; WASC Criteria: How Assessment is Used, How Students Learn)
3. That the school leadership and teachers make greater use of formative and summative assessment tools that have been appropriately chosen to measure the desired learner outcomes and academic standards. Report, pp. 43, 50–52, 55–58, 62–63, 65, 68, 74, 76, 91, 164–166, 170, 194, 196, 198, 219, 221–226, 234–235; observations of classes; conferences with staff and students; WASC Criteria: How Assessment Is Used, Staff)
4. That the site administration and staff expand the existing curriculum so that students with special needs are provided with instructional methods, assignments, and curriculum materials that are appropriate to the students' needs and language abilities in order to enhance academic success. (School Report, pp. 40–43; conferences with counselors, teachers, students and parents; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used)
5. That the school leadership and instructional staff participate in professional learning activities supported by coaching and follow-up in identified areas to support the desired learning by the students. (School Report, pp. 63, 78, 153, 155; conferences with leaderships, instructional staff; observations of students engaged in learning; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used, Staff)