# 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 WASC/DOE 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.

| ***Accreditation status will be based upon a school demonstrating the following factors:*** | **Highly Effective** | **Effective** | **Somewhat Effective** | **Ineffective** |
|---|---|---|---|---|
| ***Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.*** | • 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.<br>• 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 WASC/DOE criteria.<br>• Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. ☐ | • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.<br>• Critical learner needs addressed to some degree in the evaluation of the school's program and operations in relation to the WASC/DOE criteria. ☐ | • 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.<br>• Limited involvement in addressing critical learner needs in the evaluation of the school's program and operations in relation to the WASC/DOE criteria. ☐ | • Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.<br>• Lack of involvement in evaluating school's program and operations related to critical learner needs and the WASC/DOE criteria. ☐ |
| ***Acceptable progress by all students toward clearly defined General Learner Outcomes, academic standards, and other institutional and/or governing authority expectations.*** | • Multiple measures show acceptable progress for all students based on the critical learner needs, the academic standards, and the General Learner Outcomes.<br>• 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. ☐ | • 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.<br>• 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. ☐ | • 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.<br>• 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. ☐ | • 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.<br>• 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. ☐ |
| **WASC/HDOE CRITERIA** | | | | |
| **CATEGORY A: ORGANIZATION** | | | | |
| ***A1. Vision and Mission (Purpose) that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |

| *Accreditation status will be based upon a school demonstrating the following factors:* | Highly Effective | Effective | Somewhat Effective | Ineffective |
|---|---|---|---|---|
| ***A2. School Culture that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| ***A3. School Culture that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| ***A4. Governance that supports high achievement for all students.*** | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ |
| ***A5 & A6. Leadership and Staff that supports high achievement for all students.*** | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ |
| ***A7 & A8. Qualified Staff and Ongoing Professional Development that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| ***A9. Resources that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM** | | | | |
| ***B1. Curriculum that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| ***B2 & B3. Curriculum that supports high achievement for all students.*** | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ |
| **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION** | | | | |
| ***C1. Instruction that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| ***C2. Instruction that supports high achievement for all students.*** | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ | • Review the criterion and indicators in the Attachment before making a determination. ☐ |
| **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY** | | | | |
| ***D1 & D2. Assessment and Accountability that supports high achievement for all students.*** | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ |

| ***Accreditation status will be based upon a school demonstrating the following factors:*** | **Highly Effective** | **Effective** | **Somewhat Effective** | **Ineffective** |
|---|---|---|---|---|
| ***D3 & D4. Assessment and Accountability that supports high achievement for all students.*** | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ |
| **CATEGORY E: QUALITY STUDENT SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH** | | | | |
| ***E1 & E2. Student Support that supports high achievement for all students.*** | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ | • Review the criteria and indicators in the Attachment before making a determination. ☐ |
| | | | | |
| ***The alignment of a long-range schoolwide action to the school's areas of greatest need to support high achievement for all students.*** | • 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 action plan.<br>• Strong focus on improving student achievement in each action plan section.<br>• Clarity of each action plan section that includes suggested components. ☐ | • Analysis of some data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan.<br>• Focus on improving student achievement in some action plan sections.<br>• General clarity in some action plan sections that includes suggested components. ☐ | • 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 schoolwide action plan.<br>• Limited focus on improving student achievement in action plan sections.<br>• Lack of clarity in action plan sections. ☐ | • Analysis of little, if any, data/information about the critical learner needs and student achievement and program supports the identified prioritized growth areas.<br>• Little, if any, focus on improving student achievement in action plan sections.<br>• Little clarity in action plan sections. ☐ |
| ***The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.*** | • Ongoing systemic improvement integral to school's culture involving all stakeholders<br>• A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.<br>• Impact of action plan progress on student learning analyzed, including critical learner needs.<br>• Plan updated as needed.<br>• Formal progress report prepared and shared with all stakeholders. ☐ | • Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.<br>• Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.<br>• Some stakeholders involved in action plan update.<br>• Informal process for involving and informing all stakeholders. ☐ | • Limited addressing of prior accreditation findings occurs.<br>• Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.<br>• Limited involvement of stakeholders in action plan update.<br>• No formal or informal process regularly used to involve and inform stakeholders. ☐ | • Little, if any, addressing of prior accreditation findings by leadership and other stakeholders. ☐ |
| ***The capacity to implement and monitor the schoolwide action plan.*** | • Process that includes both formative and summative evaluation in place.<br>• Plan developed collaboratively.<br>• All stakeholders aware and consent to be involved in implementation.<br>• Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders.<br>• Evaluation results used to identify priorities and further actions for improvement. ☐ | • Process includes some formative evaluation but focus is mainly summative.<br>• Plan developed collaboratively.<br>• General awareness and consent to be involved in implementation.<br>• Plan evaluated annually.<br>• School staff and periodically other stakeholders informed of action plan progress.<br>• Actions may be evaluated in terms of student achievement and other factors.<br>• Evaluation results used to identify further actions for improvement. ☐ | • Limited understanding by school administrative and instructional staff about the need for implementation.<br>• Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. ☐ | • Process of implementation not clarified as to who and what will be accomplished.<br>• Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders. ☐ |

# Accreditation Status Determination Attachment
# WASC/DOE Criteria with Indicators/Prompts

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

## A. ORGANIZATION

### A1. Vision and Purpose

***To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the vision and mission (purpose) further defined by General learner Outcomes, Hawaii Content and Performance Standards, and the DOE Strategic Plan, supported by the governing board and the state and complex area administrations?***

**Vision – General Learner Outcomes – Profile**
The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, student/community profile data, and a belief that all students can learn.

**Development/Refinement of Vision/General Learner Outcomes**
The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and General Learner Outcomes are effective.

**Understanding of Vision and General Learner Outcomes**
Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the General Learner Outcomes.

**Regular Review and Revision**
The school is implementing an effective process for regular review/revision of the school purpose and the General Learner Outcomes based on student needs; global, national, and local needs; and community conditions.

**A1. Vision and Purpose: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

### A2. School Culture

***To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?***

**Regular Parent Involvement**
The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English-speaking parents.

**Use of Community Resources**
The school uses community resources to support students, such as professional services, business partnerships, and speakers.

**Parent/Community and Student Achievement**
The school ensures that the parents and school community understand student achievement of the academic standards/General Learner Outcomes through the curricular/co-curricular program.

**A2. School Culture: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A3. School Culture

***To what extent is the school a safe, clean, healthy and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?***

**Safe, Clean, and Orderly Environment**
The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

**High Expectations/Concern for Students**
The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Atmosphere of Trust, Respect, and Professionalism**
The school has an atmosphere of trust, respect, and professionalism.

**A3. School Culture: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A4. Governance

***To what extent do the governing authority and the school leadership approve the School Strategic Plan? To what extent do the governing authority and leadership monitor results of the Academic and Financial Plan and the three-year School Strategic Plan? (Note: "governing authority" refers to complex leadership.)***

**Governing Board**
There is clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

**Relationship of Governance to Vision and General Learner Outcomes**
The governing authority's policies are directly connected to the school's vision and purpose and General Learner Outcomes.

**Understanding Role of Governing Board**
The school community understands the governing authority's role, including how parents can be involved.

**Governing Authority's Involvement in Review/Refinement**
The governing authority is involved in the regular review and refinement of the school's vision and purpose and General Learner Outcomes.

**Professional Staff and Governing Authority**
There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff.

**Governing Authority's Evaluation/Monitoring Procedures**
There is clarity of the evaluation and monitoring procedures carried out by the governing authority, including review of student performance, overall school operations, and fiscal health of the school.

**Complaint and Conflict Resolution Procedures**
The established governing authority/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

**A4. Governance: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A5. Leadership

***To what extent does the school leadership a) empower the staff and b) encourages commitment, participation and shared accountability for student learning?***

**Defined Responsibilities, Practices, etc.**
The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Existing Structures**
The school has existing structures for internal communication, planning and resolving differences.

**Involvement of Staff**
The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

**Review of Existing Processes**
The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**A5. School Leadership: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A6. Leadership and Staff

**To what extent, based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the Hawaii Content and Performance Standards and General Learner Outcomes. To what extent do the school leadership and staff annually monitor and refine the School Strategic Plan and the Academic and Financial Plan based on the analysis of data to ensure alignment with student needs?**

**Broad-Based and Collaborative**
The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

**School Plan Correlated to Student Learning**
The school's Academic Financial Plan and School Strategic Plan is correlated to the analysis of student achievement of the critical academic needs, General Learner Outcomes, and academic standards.

**Correlation between All Resources, General Learner Outcomes, and Plan**
There is correlation between allocation of time/fiscal/personnel/material resources, General Learner Outcomes, and the schoolwide action plan.

**A6. Leadership: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A7. Qualified Staff

***To what extent does a qualified staff facilitate achievement of the Hawaii Content and Performance Standards and the General Learner Outcomes results through a system of preparation, induction, and ongoing professional development?***

**Employment Policies/Practices**
The school has clear employment policies/practices related to qualification/statutory requirements of staff.

**Qualifications of Staff**
The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**Maximum Use of Staff Expertise**
The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

**Defining and Understanding Practices/Relationships**
The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

**Staff Actions/Accountability to Support Learning**
The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, and group presentations.

**Evaluation of Existing Processes**
The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**A7. Qualified Staff: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A8. Ongoing Professional Development

***To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?***

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

**Supervision and Evaluation**
The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Measurable Effect of Professional Development**
There are effective operating processes that determine the measurable effect of professional development on student performance.

**A8. Ongoing Professional Development: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## A9. Resources

***To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in the School Strategic Plan and annual Academic and Financial Plan in accordance with the legal intent of the program(s) to support students in accomplishing the Hawaii Content and Performance standards and the General Learner Outcomes?***

**Allocation Decisions**
There is a relationship between the decisions about resource allocations, the school's vision and purpose, and student achievement of the General Learner Outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**Practices**
There are processes operating in relationship to DOE practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more DOE-based than school-based.)

**Facilities**
The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

**Instructional Materials and Equipment**
The 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.

**Well-Qualified Staff**
Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

**Long-Range Planning**
The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the General Learner Outcomes are effective and are regularly evaluated.

**A9. Resources: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## B. CURRICULUM

### B1. Curriculum

***To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the Hawaii Content and Performance Standards and the General Learner Outcomes through successful completion of any courses of study offered?***

**Current Educational Research and Thinking**
The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**Academic Standards for Each Area**
The school has defined academic standards for each subject area, course, and/or program.

**Congruence**
There is congruence between the actual concepts and skills taught, and the academic standards and the General Learner Outcomes.

**Student Work-Engagement in Learning**
The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the General Learner Outcomes.

**Accessibility of All Students to Curriculum**
A rigorous, relevant, and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

**Integration Among Disciplines**
There is integration among disciplines at the school.

**Curricular Development, Evaluation, and Revisions**
The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**Policies-Rigorous, Relevant, Coherent Curriculum**
The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Articulation and Follow-up Studies**
The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Curriculum: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## B2. Curriculum

***To what extent to all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?***

**Variety of Programs — Full Range of Choices**
All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**Student-Parent-Staff Collaboration**
Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

**Monitoring/Changing Student Plans**
The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

**Post High School Transitions**
The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

**B2. Curriculum: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## B3. Curriculum

***To what extent are students able to meet all the requirements of graduation upon completion of the high school program?***

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

**Meeting Graduation Requirements**
The school implements academic support programs to ensure students are meeting all requirements.

**B3. Curriculum: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

# C. INSTRUCTION

## C1. Instruction

***To what extent are all students involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards and the General Learner Outcomes?***

**Results of Student Observations and Examining Work**
The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the General Learner Outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

**Student Understanding of Performance Levels**
The students know beforehand the standards/expected performance levels for each area of study.

**Differentiation of Instruction**
The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

**Student Perceptions**
The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

**C1. Curriculum: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## C2. Instruction

***To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them achieve proficiency on the Hawaii Content and Performance Standards?***

**Current Knowledge**
Teachers are current in the instructional content taught and research-based instructional methodology.

**Teachers as Coaches**
Teachers work as coaches to facilitate learning for all students.

**Examination of Student Work**
Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.
Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.
Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the General Learner Outcomes.
Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities, and resources which link students to the real world.

**Real World Experiences**
Opportunities for shadowing, apprenticeship, community projects, and other real-world experiences and applications are available to all students.

**C2. Instruction: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

# D. ASSESSMENT AND ACCOUNTABILITY: ANALYSIS

## D1. & D2. Assessment and Accountability

***D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the students, parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of formative and summative assessment strategies, including student self-assessments, to evaluate student learning? D2b. To what extent do students and teachers use these findings to differentiate the teaching/learning process for the enhancement of the educational progress of every student?***

**Professionally Acceptable Assessment Process**
The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community.

**Basis for Determination of Performance Levels**
The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Appropriate Assessment Strategies**
Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Demonstration of Student Achievement**
A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes, including those with special needs.

**Curriculum Embedded Assessments**
The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Student Feedback**
Student feedback is an important part of monitoring student progress over time based on the academic standards and the General Learner Outcomes.

**Modification of the Teaching/Learning Process**
Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

**Monitoring of Student Growth**
The school has an effective system to monitor all students' progress toward meeting the academic standards and General Learner Outcomes.

**D1 & D2. Assessment/Accountability: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## D3. & D4. Assessment and Accountability

***D3. To what extent does the school with the support of the state, complex area, and community have an assessment and monitoring system to determine student progress toward achievement of the Hawaii Content and Performance Standards and the General Learner Outcomes? D4. To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction and the allocation and usage of resources?***

**Assessment and Monitoring Process**
The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, and parents.

**Reporting Student Progress**
There are effective processes to keep district, board, and parents informed about student progress toward achieving the academic standards and the General Learner Outcomes.

**Modifications Based on Assessment Results**
The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

**D3 & D4. Assessment/Accountability: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

# E. QUALITY STUDENT SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

## E1 & E2. Student Support

***E1. To what extent do all students receive appropriate support along with a personalized education plan to help ensure academic success? E2. To what extent do students have access to a system of personal support services, curricular and co-curricular activities and opportunities at the school and within the community to learn to respect self and others and to develop civic responsibility?***

**Adequate Personalized Support**
The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

**Direct Connections**
The school has direct connections between academic standards and General Learner Outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

**Strategies Used for Student Growth/Development**
Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Support Services and Learning**
The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the English language, gifted and talented, special education, and other programs.

**Equal Access to Curriculum and Support**
All students have access to a challenging, relevant, and coherent curriculum to all students. 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 for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Curricular and Co-Curricular Activities**
School leadership and staff link curricular and co-curricular activities to the academic standards and General Learner Outcomes.

**Student Involvement in Curricular/Co-Curricular Activities**
The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Student Perceptions**
The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**E1 & E2. Student Support: Other Findings**
The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.