FOCUS ON LEARNING

For Seventh-day Adventist Schools in the Pacific Union Conference WASC/AAA Accreditation

2022

Table of Contents

FOCUS ON LEARNING

FOR SEVENTH-DAY ADVENTIST SCHOOLS IN THE PACIFIC UNION CONFERENCE

Foreword

The 2022 Edition of *Focus on Learning* (FOL), the accreditation manual for Seventh-day Adventist (SDA) secondary and K-12 schools in the Pacific Union Conference, is an adaptation of the accreditation manual provided by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC). While maintaining the integrity of the original document, the SDA version incorporates additional principles and practices important to Adventist education. These are identified in the documents *Journey to Excellence* and the accreditation manual for AAA schools, both produced by the North American Division Office of Education. These two documents detail standards and best practices for Adventist schools in North America and must be addressed by administrators and teachers in the dual accreditation process.

While many educators in the Pacific Union Conference have been involved over the years in developing the SDA adaptation of the FOL, the Pacific Union Conference is indebted to the following individuals who have shared their time and expertise in creating and updating the *WASC SDA Focus on Learning* document.

- Berit von Pohle, Director of Education, Pacific Union Conference
- Doug Herrmann, Headmaster, Loma Linda Academy
- Marsha Serafin, Retired Teacher, WASC Commissioner
- Barry van Iderstein, Assistant to the Superintendent, Northern California Conference

The accreditation process is an integral part of a school's journey to excellence, and it is hoped the school's stakeholders will also view this process as vital to fulfilling the school's mission of educating for eternity.

Teryl Loeffler
Associate Director of Education for Secondary
Pacific Union Conference

Preface

If educational organizations are to concentrate all their energies and resources on successful student learning, a holistic, honest examination of the actual program for students is required. Through the use of empowering criteria, effective communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school constituency members into meaningful schoolwide improvement and accountability. The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), utilizes a protocol for accrediting schools entitled *Focus on Learning* as part of a cycle of continuous school improvement.

The *Focus on Learning* process has been widely accepted throughout the WASC region as integral to the "heart" of education — successful student learning. This has been demonstrated through a variety of *Focus on Learning* adaptations as WASC works jointly with numerous educational associations. Public, independent and church-related private K–12 and adult schools value the "basic components" of *Focus on Learning* that can be "institutionalized" as the schools address growth areas that impact student learning. These include: (1) the defining of quality achievement of schoolwide learner outcomes for every student by all stakeholders; (2) schoolwide interdisciplinary dialogue based on evidence gathering and analysis about what students are doing and producing; and (3) the development, implementation, and accomplishment of a schoolwide action plan. Therefore, all schools view the *Focus on Learning* process as a living document.

> *The Focus on Learning process has been widely accepted throughout the WASC region as integral to the "heart" of education — successful student learning.*

All secondary schools and those elementary schools that operate on a K-12 campus in the Pacific Union Conference are accredited by the Accrediting Association of Seventh-day Adventist Schools and Colleges, and Universities, Inc. (AAA) and the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC). The rationale underlying the dual accreditation process is the belief that it helps define the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total school program, increases opportunity for students to gain acceptance into non-Adventist colleges/universities, and provides opportunity for involvement of the Adventist church communities supporting the school.

FOCUS ON LEARNING
The Big Picture

The Big Picture
A BRIEF OVERVIEW OF THE ACCREDITATION PROCESS

Why is Accreditation Important?

- The accreditation process validates the integrity of a school's program and student transcripts.
- Accreditation fosters excellence and ongoing improvement in public and private schools.
- The accreditation process assures a school constituency that the school's purposes are appropriate and being accomplished through a viable educational program.
- Accreditation is integral to school improvement, strategic planning, restructuring, and staff development.
- Accreditation is a way to manage change through regular assessment, planning, implementation, and reassessment.
- Accreditation helps a school/district to establish its priority areas for improvement.
- Through the self-study, the school site visit, and the ongoing follow-up, the school staff determines areas of strength and areas for improvement based upon its vision of schoolwide learner outcomes.
- Accreditation enables a school to establish and implement an improvement plan as a result of the perpetual accreditation cycle that includes:
  - School self-assessment of the current educational program for students
  - Insight and perspective from the Visiting Committee
  - Regular school staff assessment of progress through the intervening years between full self-studies

School Accreditation: An Ongoing Improvement Process

Accreditation fosters excellence and ongoing improvement in schools. In a time of restructuring and the need for basic changes in the American school, the accreditation process is a dynamic, viable, catalytic process that provides an overarching structure for meaningful change. The process assures a school constituency that the school's philosophy and expected learning results are appropriate and being accomplished through a viable educational program.

Accreditation empowers the school in its endeavor to provide a quality educational experience for all students. The accreditation process is integral and synonymous to school assessment, planning, implementation, and reassessment based upon a vision of successful student learning.

FOCUS ON LEARNING: For Seventh-day Adventist Schools in the Pacific Union Conference

The accreditation program is based upon several beliefs:

- Fundamental to accreditation is the quality of the educational program experienced by the students.
- A school assesses the appropriateness and the accomplishments of the student program with respect to its established philosophy and objectives.
- A school must give evidence of adequately meeting the high-quality criteria that are general guidelines of an effective educational program and services. A school may also give evidence of meeting more specific standards consistent with its own philosophy.
- The most effective and meaningful evaluation of a total school program can be conducted by the staff and students of an individual school.

Because accreditation's central tenet is that a school operates with a clear understanding of its purposes and mission, the process enables a school to reflect upon and respond to essential questions:

- What do we want our students to know and be able to do?
- What are the learning experiences needed to produce these outcomes?

As a result of this process, schools develop and refine long-range and short-range goals and their accompanying action steps. These goals are then implemented and assessed in a perpetual cycle of instructional improvements for students.

Essential elements of school improvement are incorporated into the accreditation process. These elements include:

- The clarification of the mission and schoolwide learner outcomes for all students
- The involvement of the school constituency in self-directed problem-solving
- The opportunity for the following:
    - Analysis of the actual program for students
    - Meaningful dialogue
    - Collaboration and shared decision-making
- The use of high quality criteria to analyze the program for students
- The development of a schoolwide action plan to support desired learning results
- The opportunity for an outside perspective regarding the proposed changes through the Visiting Committee's dialogue and findings
- The monitoring of progress in meeting or redefining goals and actions through accreditation reviews and reports.

Thus, accreditation provides the means for a school to attain curricular improvement, strategic planning, staff development, and restructuring.

School Improvement Cycle

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment. The process is guided and assisted by the self-study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the schoolwide learner outcomes, identified critical learner needs, and academic standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions.

Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC/AAA criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the Visiting Committee members for careful study at least six weeks prior to the visit. Using the results of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

Year One
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

Year Two
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

Year Three
Profile Update, Progress Report (Potential One- or Two-day Visit), Refinement of Schoolwide Action Plan

Year Four
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

Year Five
Profile Update, Progress Report, Self-Study Process, Refinement of Schoolwide Action Plan

Year Six
Completion of Self-Study, Refinement of Schoolwide Action Plan after Visit

WASC/AAA SIX-YEAR CYCLE FOR SCHOOLS

Importance of School's Vision, Mission, and Schoolwide Learner Outcomes

An essential element of systemic school improvement is the collective vision on the part of the school's stakeholders for all students: What should all students know, understand, and be able to do to be globally competent citizens. What are the current and future learning needs of the students? What does it mean to be an educated person? What is the most effective preparation of students for their future? Is the school having a positive influence on the spiritual growth of the students? The schoolwide learner outcomes should include the identified critical learner needs of the students.

This vision and mission provide the school's foundation for establishing schoolwide learner outcomes and academic standards which drive the instructional program and the support operations of the school.

Importance of School's Expected Learning Outcomes

Expected Learning Outcomes define the concepts, skills, and knowledge that students should know and be able to do in each curricular area, the level at which students are expected to demonstrate this knowledge, and grade-level expectations for performance. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary schoolwide learner outcomes and the degree to which all students are achieving them.

Criteria

The criteria are research-based guidelines of systemic school improvement that address accreditation's central tenet: **a school operates with a clear understanding of its mission**.

The criteria were developed with the assistance of numerous practicing educational leaders and theorists. The objective was to develop criteria that brought attention to concepts and factors that differentiate between effective and ineffective schools. Since most formal education occurs in an institutional setting, factors that impact institutional effectiveness were considered along with curriculum, instructional strategies, and assessment.

Specifically, in *Focus on Learning*, the schools will be assessed against four categories of criteria. These are:

- *Organization for Student Learning*
- *Curriculum, Instruction, and Assessment*
- *Support for Student Personal, Academic, and Spiritual Growth*
- *Resource Management and Development*

Importance of Data Analysis

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

1. Identified critical learner needs
2. Related schoolwide learner outcomes
3. Academic standards
4. Effectiveness of the program and operations based on WASC/AAA criteria and its impact on student learning

Examples of strategies which will be used for this review are the examination of student work; observing students engaged in learning; interviewing students about what they are learning; reviewing group test data; and analyzing feedback from parents, graduates, and the constituency.

The self-study phase of the accreditation process revolves around an in-depth gathering of evidence that will enable a school to take an honest look at what is and isn't working based upon the criteria and the schoolwide learner outcomes. This verification is key to learning about the actual instruction experienced by students.

Observable evidence includes analyzing the following:

- What students are doing and producing (i.e., student work)
- Student interviews and observations
- Hard data and information (e.g., student indicators for attendance, special needs, schoolwide performance, baptisms, mission/community service)
- Parent, student, and alumni surveys
- Other interviews, observations, etc.

Results of the Self-Study

The *Focus on Learning* self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other stakeholders in a self-study through subject area, support, parent, student Home Groups (for large schools), and interdisciplinary Focus Groups. Through completing the self-study, the school will have accomplished:

- The involvement and collaboration of stakeholders in the self-study.

- The clarification of the mission and schoolwide learner outcomes.

- The assessment of the actual student program and its impact on student learning with respect to the criteria and the schoolwide learner outcomes.

- The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.

- The development and implementation of an accountability system for monitoring the accomplishment of the action plan.

Flexibility

As long as the school adheres to the *outcomes*, there is flexibility in the self-study process. For your assistance, notes have been included throughout the document for adapting the process to different size schools.

Focus on Learning Self-Study Process

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

1. Leadership Team (Suggested members: Focus Group Chairs, School Administrators, WASC Coordinators, Parents, Students)
2. Focus Groups (Interdisciplinary groups of stakeholders)
3. Home Groups (For large schools: stakeholder groups organized by roles/responsibilities)

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to substantively improve student learning. The work of each Focus Group is organized around all or portions of the four categories of criteria with emphasis upon the identified critical learner needs and related schoolwide learner outcomes.

For instance, within a Focus Group concentrating on school culture and student support and the critical learner need of reading, participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of each critical learner need and the related schoolwide learner outcomes for this Focus Group? Each Focus Group uses the analysis of the criteria to determine what needs to be done to promote student achievement.

Within the Home Groups (for large schools), participants analyze student data and achievement in relation to the academic standards, the schoolwide learner outcomes, and quality of the school program based on the WASC/AAA Criteria. The Home Groups will share the results within the Focus Groups.

Therefore, the specific tasks of the self-study focus on evaluating the school against the criteria and assessing the degree to which all students are achieving the schoolwide learner outcomes.

Task 1

- Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study
- **Responsible committees:** Leadership Team and All Stakeholders

Task 2

- Refine the student/constituency profile based on the analyzed and disaggregated data
- Clarify the schoolwide learner outcomes and critical student learning needs
- **Responsible committee:** Leadership Team and All Stakeholders

Task 3

- Analyze the quality of the school program in relation to the WASC/AAA criteria with emphasis on the identified critical student learning needs and related schoolwide learner outcomes
- **Responsible committee:** Schoolwide Focus Groups and Home Groups

Task 4

- Summary of identified critical student learning needs based on profile and group analysis and findngs
- **Responsible committees:** Leadership Team and/or Student/Constituency Profile Committee and All Stakeholders

Task 5

- Revise or create a comprehensive action plan that will drive achievement of the schoolwide learner outcomes
- Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan
- **Responsible committee:** Leadership Team and All Stakeholders via Schoolwide Focus Groups and Home Groups

Onsite Visit

After careful study of the school report, a Visiting Committee composed of fellow educators will spend three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The Visiting Committee gives insight to the school through dialogue with the Schoolwide Focus Groups and the stakeholder/program committees or Home Groups (for large schools) about the self-study findings and by its own gathering of evidence and analysis of student work. The Visiting Committee and the Leadership Team and Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the critical learner needs, the schoolwide learner outcomes, the academic standards, and the WASC criteria.

Accreditation Status Factors

The Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) and the Accrediting Association of Seventh-day Adventist Schools and Colleges, and Universities, Inc. (AAA) will grant accreditation based on the findings of the Visiting Committee. Accreditation factors have been developed by the commission that reflect the overall aspects of the ongoing school improvement process or accreditation. These factors have incorporated the five outcomes of analysis in the self-study process, the WASC/AAA criteria organized by categories, and important emphases already present within the WASC/AAA criteria. These factors are the following:

1. Involvement and collaboration of stakeholders in the self-study that accomplishes the five outcomes of the self-study
2. The defining of the mission through schoolwide learner outcomes and academic standards
3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data
4. The acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations
5. An *Organization for Student Learning* that supports high achievement for all students
6. *Curriculum, Instruction, and Assessment* that supports high achievement for all students
7. *Support for Student Personal, Academic, and Spiritual Growth* that supports high achievement for all students
8. *Resource Management and Development* that supports high achievement for all students
9. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students
10. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement
11. The capacity to monitor and implement the schoolwide action plan

Follow-up

Subsequent to the visit, the school refines and implements the action plan. The Leadership Team will coordinate this implementation, the annual review of progress, and the refinement of the "next steps" in meeting the goals. All follow-up is done with respect to evidence that students are accomplishing the schoolwide learner outcomes. The governing authority is involved in the ongoing improvement process to ensure that the follow-up process is integral to planning and goal setting. Essentially, every year between intervening self-studies, the school does the following to ensure an ongoing "non-hyperventilating" process:

- Updates the student/constituency profile
- Refinements the schoolwide action plan, as needed

WASC/AAA SCHOOLWIDE CRITERIA

A. Organization for Student Learning

1. **School Mission**

    The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The mission is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student.

2. **Governance**

    The governing authority (a) adopts policies which are consistent with the school's vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

3. **School Leadership**

    The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, (b) empowers the staff, and (c) encourages commitment, participation, and shared accountability for student learning.

4. **Staff**

    The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose, and engage in ongoing professional development that promotes student learning.

5. **School Environment**

    The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

6. **Reporting Student Progress**

    The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report student progress to the rest of the school constituency.

7. **School Improvement Process**

    The school leadership facilitates improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school constituency support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

B. Curriculum, Instruction, and Assessment

1. What Students Learn

The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

2. How Students Learn

The professional staff (a) uses research-based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

3. How Assessment is Used

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward schoolwide learner outcomes, (b) regular evaluation, modification, and improvement of curriculum and instruction approaches, and (c) allocation of resources.

C. Support for Student Personal, Academic, and Spiritual Growth

1. Student Connectedness

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

2. Parent/Constituency Involvement

The school leadership employs a wide range of strategies to ensure that parental and constituency involvement is integral to the school's established support system for students.

3. Witnessing and Community Service

The students are connected to witnessing and community service activities that are (a) consistent with the school's philosophy, goals, mission, and schoolwide learner outcomes, (b) facilitated by school leadership and faculty, and (c) provide for the involvement of all students in witnessing and community service activities.

D. Resource Management and Development

1. **Resources**

   The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

2. **Resource Planning**

   The governing authority and the school leadership execute responsible resource planning for the future.

NORTH AMERICAN DIVISION STANDARDS
for Seventh-day Adventist Schools

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous school improvement and results in improved student learning.

Standards for accreditation of Seventh-day Adventist Schools have been established for the four domains: Purpose, Plan, Practice, and Product. These domains identify the Core of Adventist Education and are in alignment with *A Journey to Excellence* and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help students meet high standards so they can effectively achieve academic success and become effective witnesses of the mission of the church.

A. Purpose

1. Philosophy and Mission

The philosophy and mission reflect the Seventh-day Adventist worldview and educational philosophy and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board.

B. Plan

1. Curriculum

The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of students and preparing them for this world and for eternity.

2. Instruction

The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences consistent with the school's philosophy, goals, and standards, and actively engages students in learning.

3. Assessment

Assessment data informs changes in curriculum and instruction.

C. Practice

1. Sustainable Leadership

Administration and school board ensure the effective and successful operation of the school.

2. School Environment

The school environment is designed and maintained to promote student learning and to support the school's mission and goals.

3. Professional Learning

Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of school personnel.

4. Communication and Collaboration

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.

D. Product

1. School Improvement

The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.

ORGANIZATION OF THE SEVENTH-DAY ADVENTIST CHURCH

GENERAL CONFERENCE
13 Divisions

Four main organizational levels:

1. The **Local Church** made up of individual believers.
2. The **Local Conference** made up of a number of local schools and churches within a state.
3. The **Union Conference** made up of conferences.
4. The **General Conference** made up of all unions in all parts of the world. **Divisions** are sections of the General Conference, with administrative responsibility for particular geographical areas.

NORTH AMERICAN DIVISION
9 Union Conferences

- Currently one of 13 world divisions.
- Operates a system of nearly 1,000 elementary and secondary schools, 15 colleges and universities and education is one of thirty ministries it coordinates and directs.
- Broad employment and organizational policies are developed at this level with the involvement of Union Conference representatives.
- Develop and coordinate the curriculum in Adventist schools with the involvement of personnel from each of the Union Conferences.
- The North American Division Commission on Accreditation, K-12 establishes guidelines, criteria, and procedures for the evaluation of elementary and secondary schools.

PACIFIC UNION CONFERENCE
7 Local Conferences

- Provide administrative, supervisory and leadership assistance to the seven conference offices of education in the five states: Arizona, California, Hawaii, Nevada and Utah.
- Develops the Education Code that governs the operation of all schools in the Pacific Union.
- Coordinates the curriculum and accreditation of all Union schools.

CONFERENCES

- Arizona Conference
- Central California Conference
- Hawaii Conference
- Nevada-Utah Conference
- Northern California Conference
- Southeastern California Conference
- Southern California Conference

- Owns and operates all K-12 schools within its territory through a local school board.
- Employs all school and church personnel.
- Provides oversight and supervision to the educational program in each school.

ADVENTIST SCHOOLS & CHURCHES

- Philosophy based on the Scriptures and writings of Ellen G. White.
- Provides opportunity for students to accept Christ, transform their lives, and share the gospel.
- Education based on the belief that each student is unique and valuable—development of the whole person.

FOCUS ON LEARNING
Getting Organized

Getting Organized
PREPARING FOR THE SELF-STUDY

WASC/AAA ACCREDITATION PROCESS: ONGOING IMPROVEMENT

The accreditation process is cyclical in nature. In preparation for the self-study every six years, the school should engage in an accreditation process that focuses on student learning and ongoing school improvement.

1. Annually keep the school board and stakeholders engaged by:

    a. Updating the student/constituency profile.

    b. Reviewing the schoolwide learner outcomes, the school vision, and mission and student achievement/test scores.

    c. Refining the schoolwide action plan, noting key evidence, summarizing progress and making any necessary modifications.

    d. Updating the progress report

2. Should there be a mid-cycle review, analyze and synthetize data that provides evidence of the school program, and complete a mid-cycle report for submission to WASC. The school will host a one- or two-day visit.

3. In preparation for the next self-study (usually 18 months prior to the full self-study and visit.

    a. Key staff members must participate in WASC self-study training (www.acswasc.org) and Focus on Learning SDA Training;

    b. Establish the Leadership Team

    c. Involve Stakeholders through Focus and Home Groups (for large schools) in the examination of the program changes. Gather and analyze any additional data/information needed. Begin synthesizing and writing in response to the schoolwide criteria, summarizing important findings.

        • Category A: Organization for Student Learning

        • Category B: Curriculum, Instruction, and Assessment

        • Category C: Support for Student Personal, Academic, and Spiritual Growth

        • Category D: Resource Management and Development

    d. Leadership Team revises the schoolwide action plan(s), showing what will be accomplished both short and long-term.

    e. School board approves the schoolwide action plan(s) and reviews the self-study report

    f. Leadership team finalizes and submits full self-study report to the visiting committee no less than 6 weeks prior to scheduled visit.

4. Finalize the self-study report that will include:

    a. The current student/constituency profile, critical learner needs

    b. Vision, mission, and schoolwide learner outcomes

    c. Overall progress report since last full visit (or initial visit)

    d. Findings and supporting evidence

    e. Updated schoolwide action plan

Six-Year Cycle of School Improvement Tasks

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Profile Update	✓	✓	✓	✓	✓	✓
Review of Test Scores	✓	✓	✓	✓	✓	✓
Progress Report	✓	✓		✓	✓	✓
Midterm Progress Report and One-/Two-Day Review			✓			
Refinement of Schoolwide Action Plan	✓	✓	✓	✓	✓	✓
Review Schoolwide Learner Outcomes	✓		✓		✓	
Focus Group Review of Program					✓	✓
Completion of Self-Study, including Board vote of Schoolwide Action Plan						✓
Visit by WASC/AAA Team						✓
Revision of Schoolwide Action Plan after Visit						✓

SELF-STUDY COORDINATOR CHECKLIST

✓ **Establish Timelines and Support Mechanisms**

✓ **Provide Orientation for Staff and Stakeholders**

✓ **Form Leadership Team and Other School Groups**

___1. Key Staff Members, including the Principal and Self-Study Coordinator, participate in WASC training (www.acswasc.org) and *Focus on Learning* SDA training.

___2. Principal and Self-Study Coordinator establish (1) a general calendar for the major self-study events and (2) a more detailed timeline of specific committee meetings and tasks to be accomplished.

The Self-Study Coordinator works backwards from the date of the visit; allowing a **minimum of six weeks** for the Visiting Committee to study the school report.

___3. Principal and Self-Study Coordinator establish support mechanisms.

Working with the Self-Study Coordinator, the Principal ensures there are support mechanisms, such as school board and constituency understanding and assistance, professional time for staff members, financial resources, and clerical/technical help. Establish a relationship with the Visiting Committee chair.

___4. Establish a process for ongoing communication with staff about the accreditation process and cycle of quality. Initially orient staff and other stakeholders. This orientation should include:

- An explanation of the WASC accreditation process along with its benefits to the school constituency
- An overview of the *Focus on Learning* self-study process
- The interrelationship between schoolwide learner outcomes and academic standards
- The understanding of the WASC/AAA criteria
- The importance of using data and the self-study findings (1) to raise the urgency for system change; (2) to recommit to a vision of high academic achievement for all students; and (3) to investigate further the causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement and learning
- The importance of the ongoing improvement process for successful student learning
- The nature and purpose of the Visiting Committee
- Accreditation status determination

The ongoing communication with staff should provide opportunities for sharing updated findings from the profile analysis, discussion about the implications of the data, identification of the critical learner needs and their relationship to the schoolwide learner outcomes, strategies to gather and analyze evidence related to student learning and the WASC/AAA criteria, review of the findings from all Focus Groups and input on refining the schoolwide action plan.

___5. Establish the Leadership Team, Data/Profile Group, Home and Schoolwide Focus Groups.

Note: Each Schoolwide Focus Group usually concentrates on one criteria category and examines the effectiveness of the part of the school program; this analysis is also done in relation to two to three identified critical learner needs, related schoolwide learner outcomes, and academic standards the Leadership Team selected based on student achievement data.

___6. Self-Study Coordinator prepares self-study materials.

Suggested information for the self-study materials include: the overview, general and specific timeline, committee structure and membership, summary of products (self-study report format), self-study steps, and all criteria with indicators, suggested areas to analyze, and sample prompts. Add to the materials after their development or refinement, the student/constituency profile and the schoolwide learner outcomes.

___7. Train Leadership Team and Focus/Home Group leaders in roles and responsibilities including strategies in group dynamics and data analysis.

Training should emphasize:

    a. A review of the basic purpose of the self-study, visit, and follow-up: a staff development/school improvement process
    b. The outcomes of the self-study
    c. The importance of gathering evidence
    d. The suggested tasks of the model self-study or the school's modifications
    e. The extreme importance of all committee members understanding the use of the assigned criteria, suggested areas to analyze, and the schoolwide learner outcomes in the accreditation process
    f. The key connection between the conversations and data gathered by the Home Groups (for large schools) and the evidence needed in the response to the criteria indicators, suggested areas to analyze, and sample prompts by the Schoolwide Focus Groups

g. The role of the chairs as:

    (1) Coordinators for gathering of information/data that needs to be examined and analyzed in comparison to the criteria and schoolwide learner outcomes

    (2) Group facilitators of committee discussions and syntheses based on criteria and schoolwide learner outcomes

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

___9. The Principal and Self-Study Coordinator coordinate the availability of pertinent information for the self-study.

This information will be used by the Student/Constituency Profile Committee, the Schoolwide Focus Groups, and the Home Groups (for large schools).

Subject area/program staff members will utilize curricular references; which can be obtained from a variety of sources.

___10. Review of school timeline and committee questions:

- Has the timeline been developed so that the self-study will be ready to send to the Visiting Committee **six weeks** prior to the visit?
- Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?
- Is the Leadership Team representative of the school constituency?
- Is the suggested FOL Committee structure being adapted to build upon and strengthen the school's current organization for schoolwide communication?
- Are all certificated staff serving on two groups: A Home Group (for large schools) and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, should the school maintain the Focus Groups after the visit to oversee action plan sections?

___11. The Principal and/or Self-Study Coordinator and Visiting Committee Chairperson communicate prior to visit.

Prior to the visit, the Visiting Committee Chairperson will be in communication with the Self-Study Coordinator and Principal to answer questions and give assistance. The Principal and the chairperson should establish a date for a preliminary visit. Through this contact, the chair will become familiar with the school, determine the self-study progress, offer guidance in conducting the self-study, and begin to develop a detailed schedule for the visit.

Questions the chairperson will discuss during the preliminary visit and through continual contact with the school include:

a. How are the outcomes of the self-study addressed in the self-study processed? In what ways have the school leaders modified the model self-study process to accommodate the school constituency?

b. How is the school developing or clarifying schoolwide learner outcomes for the school?

c. What is the plan for involving all staff members and representatives of the other stakeholders in reviewing the instructional program with respect to the WASC/AAA criteria and the schoolwide learner outcomes?

d. How are the staff members and other stakeholders taking an in-depth look at the program for all students? What methods are they using? (e.g., observing and examining what students are doing, interviewing students and others, examining pertinent student and other data)

e. Is the schoolwide action plan based on findings of the Schoolwide Focus Groups and is it realistic, specific, and meaningful with respect to the schoolwide learner outcomes? How has the school provided a "feedback loop" to all stakeholders regarding the action plan? Can the action steps be implemented immediately within existing resources?

f. Will the schedule for the visit permit adequate dialogue with the Leadership Team and Schoolwide Focus Groups regarding self-study findings, thereby building the trust and rapport necessary for communication and collaboration?

g. How will the Leadership Team ensure that there is a workable follow-up process to implement and monitor the action plan?

Year of Onsite Visit:
Ongoing Evidence Gathering and Writing of Report

___1. Focus Groups submit reports to Leadership Team, including the identification of schoolwide areas of growth for possible development into a schoolwide action plan.

___2. Self-Study Coordinator compiles self-study report.

___3. Draft of self-study is reviewed by Focus Groups.

___4. Draft of self-study is presented to the school for review and approval for school improvement action plan.

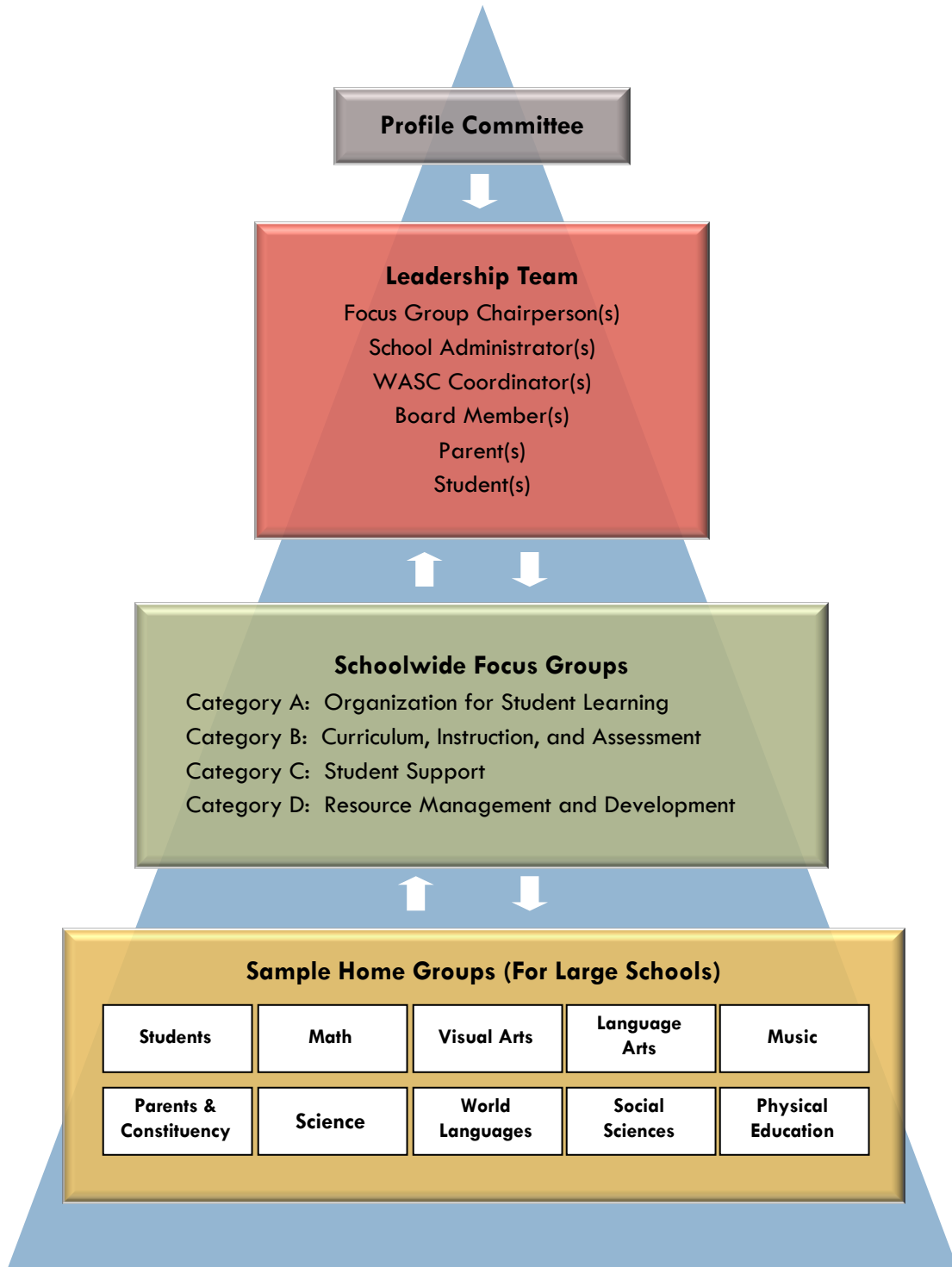___5. Self-Study Coordinator submits the self-study report after final Leadership Team review.

Self-Study Coordinator arranges for the printing of an adequate number of copies and distributes them to the following people/organizations:

    a. One electronic copy (or hardcopy if requested by the Committee Chair) for each Visiting Committee member

b. One electronic copy of the report (reference and support materials are not required) submitted to the Accrediting Commission for Schools Western Association of Schools and Colleges (WASC) through the School Portal on the WASC website (https://acswasc.force.com/schoolportal/s/login/)

    c. One electronic copy of the report (reference and support materials are not required) submitted by email to Pacific Union Conference Office of Education

    d. Electronic/hardcopies as needed for staff members, members of the school board, and local conference office of education

TIMELINE: FLOW OF ACTIVITIES

Activities	Participants	Product in Self-Study
18 Months Prior to Visit		
Tasks 1: • Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study	• Leadership Team • All Stakeholders	Chapter I: Progress Report on schoolwide action plan, including integrated critical areas for follow-up
Task 2: • Refine the student/constituency profile based on the analyzed and disaggregated data • Clarify the schoolwide learner outcomes and critical student learning needs	• Leadership Team and/or Student/Constituency Profile Committee • All Stakeholders	Chapter II: Student/Constituency Profile—Supporting Data and Findings
12 Months Prior to Visit		
Task 3: • Analyze the quality of the school program in relation to the WASC/AAA criteria with emphasis on the identified critical student learning needs and related schoolwide learner outcomes • Synthesize the information, determine strengths and growth needs, and identify potential action steps	• Leadership Team • Focus Groups • Home Groups (for large schools)	Chapter III: Self-Study Findings • Notes/evidence for informational sharing between Home Groups and Focus Groups • Self-Study Report, Chapter IV, "Self-Study Findings" • Pertinent evidence available for review by Visiting Committee
Task 4: • Summary of identified critical student learning needs based on profile and group analysis and findings	• Leadership Team and/or Student/Constituency Profile Committee • All Stakeholders	Chapter IV: Summary of identified critical student learning needs
Task 5: • Revise or create a comprehensive schoolwide action plan • Define schoolwide and subgroup growth targets • Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan	• Leadership Team • All Stakeholders via Home and/or Focus Groups	Chapter V: Schoolwide Action Plan • Self-Study Report, Chapter V, "Schoolwide Action Plan"
Visit and Follow-up		
• The Visit • By June 30, submit updated action plan to WASC incorporating critical areas of follow-up left by the Visiting Committee	• School/Visiting Committee • School	Visiting Committee Report Updated action plan
• Implement and monitor the schoolwide action plan and its impact on student learning	• School	Ongoing progress reports for school

SELF-STUDY COMMITTEE STRUCTURE

Profile Committee

Leadership Team
Focus Group Chairperson(s)
School Administrator(s)
WASC Coordinator(s)
Board Member(s)
Parent(s)
Student(s)

Schoolwide Focus Groups
Category A: Organization for Student Learning
Category B: Curriculum, Instruction, and Assessment
Category C: Student Support
Category D: Resource Management and Development

Sample Home Groups (For Large Schools)

Students	Math	Visual Arts	Language Arts	Music
Parents & Constituency	Science	World Languages	Social Sciences	Physical Education

SCHOOL COMMITTEES

Careful thought should be given to the formation of the committees. To conduct a meaningful self-study, the school is expected to involve the total staff as well as other stakeholders. In the model process, this can be accomplished by establishing the suggested committees; however, these should be adapted to fit local conditions.

Schools may have previously established committees appropriate for the various tasks. Below are the stated responsibilities and potential membership of committees for the model self-study process.

In small schools, Leadership Teams and governance groups may be composed of the same people. It is important to ensure that from the beginning the *Focus on Learning* process meets the other planning needs of the school, so that efforts will not be duplicated.

Leadership Team

Tasks:

- Facilitate the review and refinement of the vision, mission, and schoolwide learner outcomes
- Assist the Organization for Student Learning Focus Group in responding to A1, School Mission, and A2, Governance and Resources; assist the Resource Focus Group
- Facilitate the entire analytical self-study process, including the data analysis and identification of the critical learner outcomes
- Create and continually refine the schoolwide action plan using findings of Schoolwide Focus Groups
- Coordinate the follow-up process to monitor the implementation and the accomplishment of the action plan that has integrated all schoolwide initiatives

Members:

- Self-Study Coordinator
- School Principal
- Chairs of Schoolwide Focus Groups (faculty representing all disciplines)
- School administrators
- Chair of support staff groups (and others)
- Chair of student committee (and others)
- Chair of parent committee (and others)
- Representative(s) of School Board and other advisory committees
- Important others (e.g., business/industry partners, allied community organizations)

Student/Constituency Profile Committee

Tasks:

- Development/refinement of student/constituency profile

Members:

- Administrator(s)
- Certificated staff
- Students
- Parents

Schoolwide Focus Groups

There will usually be one Focus Group for each of the criteria categories (*Organization for Student Learning*; *Curriculum, Instruction, and Assessment*; *Support for Student Personal, Academic, and Spiritual Growth*; and *Resource Management and Development*).

A Schoolwide Focus Group is composed of a representative cross-section of certificated staff members from the various disciplines and other stakeholders. In large schools, there may be more than one Focus Group that examines a category of criteria or the criteria can be separated within a criteria category (e.g., separate groups for *Curriculum, Instruction, and Assessment*).

Smaller schools may find that using a "Committee of the Whole" will be more effective in assessing the program for students.

Schoolwide Focus Group

Tasks:

- Synthesis of all data about student learning and the criteria categories
- Identification of areas of growth

Members:

- Administrator
- Faculty member(s) from each subject area and a variety of programs
- Support staff member(s)
- Students
- Parents/Caretakers
- School board member (member of one Schoolwide Focus Group)

Home Groups

Schools with a smaller number of students may have only one teacher per subject area, or only a few individuals providing all of the support services. In these cases, subject area support group discussions may occur in formats different from those described above, as long as the impact on students of each subject area and each support function is discussed. The school may have a "Committee of the Whole."

Subject Area Group

Tasks:

- Analysis of what is being taught and learned with respect to critical learner needs, selected schoolwide learner outcomes, academic standards, other curricular references, and WASC/AAA criteria

Members:

- All certificated personnel in a given subject area
- Instructional assistants

Support Staff Group

Tasks:

- Analysis of program students are receiving with respect to critical learner needs, selected schoolwide learner outcomes, WASC/AAA criteria, and other references

Members:

- Counselors
- Program coordinators
- English as a Second Language
- Library-Media Teacher/AV specialist
- Special Education
- Health Services
- Instructional assistants
- Clerical/office assistants
- Administrators
- Custodial staff
- Food services
- Transportation staff

Student Group

Tasks:

- Analysis of program from a student perspective with respect to critical learner needs, selected schoolwide learner outcomes, and WASC criteria

Members:

- Two or more student government officers
- One faculty representative (Student Council Advisor)
- Students sufficient to reflect the diversity of the school constituency

Parent Group

Tasks:

- Analysis of program from a parent/constituency perspective with respect to critical learner needs, selected schoolwide learner outcomes, and WASC/AAA criteria

Members:

- Parents from active, school-related groups
- Parents reflecting the diversity of the school
- One or more non-parent representative of the constituency
- One faculty member

Note: There may be other types of Home Groups; for example, schools with professional learning communities. Some schools may find it helpful to use these groups rather than create a new group. In addition, a K-12 school may have vertical subject area groups and elementary schools may have K-2 or 3-5 Home Groups.

GATHERING EVIDENCE

Evidence gathering has the overall purpose of verifying the actual program for students and determining if students are successful learners. The basic ways to collect information are observations, interviews, and examination of pertinent information/data, including student work.

Observations

Observation is a critical step in the multi-method approach of collecting information. Much insight is gained during interviews through observing what is happening with students and adults. This is an active process that includes talking to students; looking at their work and records of their work, as available; and talking to the adults working with the students—teachers, instructional aides, and specialist teachers—in addition to observing. What to observe in instructional settings (classrooms, labs, resource centers, libraries, etc.) is determined by what information is needed. However, there are some initial observations that focus on the important instructional issues common to all curricular areas. These are:

- What are the students doing? Receiving information? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Waiting? Causing a disturbance?
- Are the students task-oriented? Are they engaged in their work?
- Are there a range of activities taking place from acquisition of factual knowledge to the use of higher level thinking skill?
- What sort of assignments do the students receive? How much time are the students actually spending on the assigned activity? Do they know what to do?
- How are students applying the skills of reading, writing, speaking, computing, and thinking?
- How are the students challenged to think and to communicate their thoughts orally and in writing?
- How are students with special needs participating in the classroom activities?
- How are the instructional settings varied according to the needs of the student and/or what is to be learned?

As with observation in instructional settings, observation in other places (library, school offices, campus grounds, etc.) establishes a schoolwide sense of the culture of the school. Shadowing students or conducting student case studies can be an effective means of gathering observable data about the entire school program. Some of the additional aspects of school life to observe are:

- The interactions among staff and other stakeholders
- How students are supported and how they support others
- The extent to which the school values learning
- The interactions between staff and students
- Evidence of school pride
- How parents and constituency members contribute to the program
- What the school rules are and how they are enforced
- Ways students and staff are recognized and rewarded

- Ways students and staff recognize and reward others
- The interaction among the various age levels and groups of students

Interviews

Interviews are used as part of the accreditation process to find out information that is not directly observable, such as what has happened and what is planned. They are used to find out people's beliefs, ideas, and intentions. Interviews are also used to validate and expand prior information gained through observation and the review of documents such as the school's curricular materials, the school plan, and schoolwide policies.

The following "Keep in Mind" summarizes some important points about interviews.

KEEP IN MIND

- There is no one "right way" to interview; there is no one correct format
- There is no one "right way" to ask a question
- LISTEN to responses; be an active listener
- Explain purposes of questions
- Keep initial questions simple and non-threatening
- Use open-ended questions. Yes/no response questions set a feeling of interrogation and provide little information
- Ask questions that will verify what you think you know and will add missing pieces of information
- Ask questions that do not imply the answer, and that do not reflect the committee members' biases
- Use clear and concise language that is appropriate to the interviewee
- Note-taking should record what is said—not committee members' reactions
- Allow adequate time for responses
- Give appropriate feedback to responses
- Do not assume that people understand what you are asking about—make sure they do
- Do not push for answers at the expense of the interviewee
- Be mindful of nonverbal feedback (i.e., facial expressions, turning away, and so on)
- Be alert to "clues" of interviewees and follow-up what is not being said

Suggested Questions to Validate and Expand Prior Information Gained through Observation and Document Review:

- How do the teachers, the administration, and the school constituency work together to have a shared vision of desirable educational outcomes for all students?
- How do the school's educational practices and other activities facilitate equal access and successful educational and social outcomes for students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, or receiving special education services?
- How are students actively engaged in learning the subject area?
- What evidence is there that the students are able to do the following?
    - Think, reason, solve problems
    - Construct meaning, make connections
    - Be creative, be productive
    - Communicate effectively through reading, writing, speaking, listening and drawing
- How often and in what ways do students apply their knowledge and conceptual understanding?
- How do teachers know whether their students have acquired a particular body of knowledge and can perform at a particular level?
- How is assessment integral to instruction? (e.g., helping students to analyze, evaluate, and communicate)
- How do teachers use assessment to reflect on student academic achievement, effective teaching practices, program strengths and weaknesses and progress on curriculum and instructional implementation?
- How do staff members use a variety of student performance-based assessment techniques to adjust strategies and programs to best serve students? (e.g., more challenging learning activities)
- How do staff members allow for diversity in assessment? (e.g., students that have a developed primary language other than English)
- How are opportunities provided for parents, teachers, guidance staff, and students to confer over students' progress, choices, and the possible consequences of their decisions?
- How are assessment results used by colleges and employers as indicators of successful preparation for advanced study or work?

Sample Student Interview Questions:

- What kinds of projects do you do?
- How often do you work on a project alone?
- What kinds of problems do you solve?
- How often do you solve difficult but interesting problems for which there are often many possible answers?
- How often do you do research in the library and elsewhere with other students?
- Are the resources, such as books and other materials at your school, adequate for your research projects and other activities?

- How often do you discuss what you have just read with a group of students in class?
- What kinds of oral reports do you put in your portfolio? Why?
- What kinds of homework do you have?
- What ways can you suggest to better show how and what you know?

Examination of Student Work

The examination of student work is integral to ongoing determination of successful student learning. Instructional staff members will be involved in this process individually and through collaborative discussions within and among disciplines; for example, those who teach the same courses or are at the same grade level may engage in dialogue. There are many ways to gather and analyze student work. Some specific examples of strategies that can be used by instructional staff members include:

- Conduct initial observations of students and engage in subsequent formal or informal interviews with individuals or groups of students. Use a guide that includes important schoolwide and program-related factors to be observed that has been developed by instructional staff members within the various school programs. In addition, involve staff in establishing ground rules for these observations. Similarly create a form containing a few quality questions that reflect important issues to address through student interviews.
- Examine student work to determine the nature, frequency, and quality of work that the students are doing. This includes observation of students working.

  Suggestions for collecting work:
    o "High quality," "medium quality," and "low quality" samples from each course
    o Representative students selected based upon the student/constituency profile information
    o Student work collection days for a program
    o Anonymous work from anonymous teachers
    o Schoolwide student work collection based on two or three students randomly selected from the teacher role sheet during a designated day and time

- Examine student work representative of the school population two to three times during the year to monitor growth over time.
- Develop a cover sheet to summarize key information resulting from the analysis of the representative student work.

Initially, the quality of student work may be examined with respect to course or discipline/program goals and objectives. However, ultimately, the student work analysis should also provide information about the degree to which the students are accomplishing the expected schoolwide learning results.

FOCUS ON LEARNING
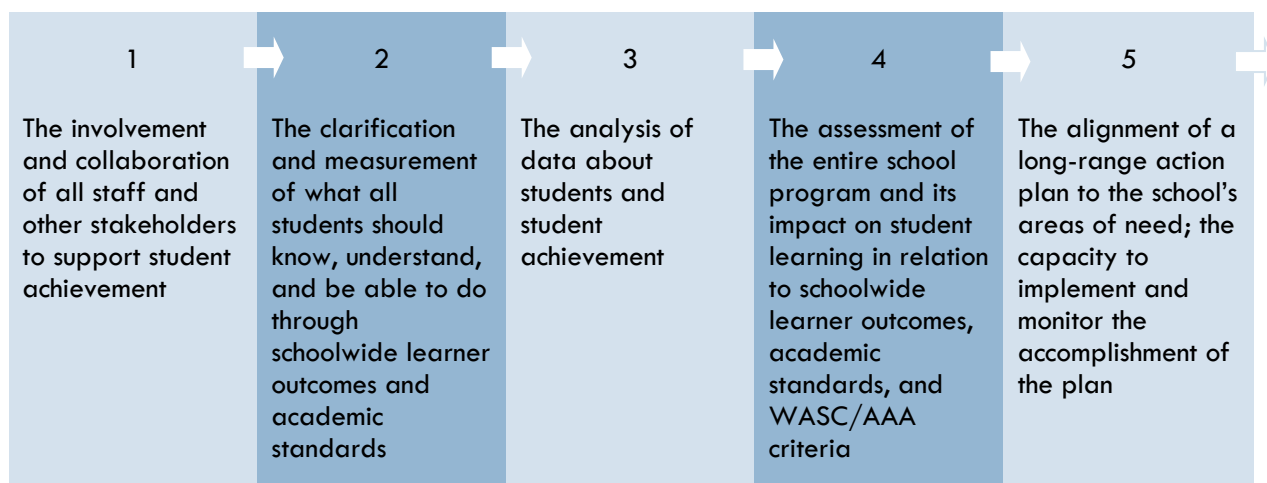## The Self-Study

The Self-Study

AN IN-DEPTH LOOK AT OUTCOMES AND TASKS

TASKS OF THE SELF-STUDY

The five tasks presented in this section assist the school in accomplishing the *five chapters of the self- study*. They represent a model self-study process that schools may modify as long as they adhere to these outcomes. The expected outcomes of the improvement process, the self-study format, the suggested timeline on pg. 19 and the five tasks will guide you through the process of school improvement. The completion of Tasks 3, 4, and 5 are dependent on the information gathered in Tasks 1 and 2.

Focus on Learning Process

Expected Outcomes of the Improvement Process

1	2	3	4	5
The involvement and collaboration of all staff and other stakeholders to support student achievement	The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards	The analysis of data about students and student achievement	The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and WASC/AAA criteria	The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan

SCHOOL SELF-STUDY REPORT FORMAT

Preface   Explain the school self-study process used to accomplish the outcomes of the self-study (i.e., any modifications from the model self-study process). By addressing these outcomes of the self-study, the school will have accomplished:

- Challenges/celebrations of the self-study process
- The involvement and collaboration of all staff and other stakeholders to support student achievement
- The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
- The analysis of data about students and student achievement
- The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards and WASC/AAA criteria
- The alignment of a long-range schoolwide action plan(s) to the school's areas of need and a description of the capacity to implement and monitor the plan(s)

CHAPTER 1/TASK 1: ANALYZE AND REFLECT UPON THE SCHOOL'S PROGRESS AND THE IMPACT ON STUDENT LEARNING SINCE THE PREVIOUS FULL SELF-STUDY

Product

Self-Study Report, Chapter I: Progress Report

Provide a summary of progress on the schoolwide action plan that incorporated all critical areas of follow-up from the last full study.

Participants

- Leadership Team
- All Stakeholders (through Schoolwide Focus Groups, Home Groups for Large Schools, or Total Staff)

Procedures

1. Significant Developments:

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

2. Schoolwide Critical Areas for Follow-up:

    List the schoolwide critical areas for follow-up from the Visiting Committee report for the prior full visit and any recommendations from subsequent visits/reports.

    (Note: Schools that have had initial visits should respond to the recommendations left at that time.)

3. Ongoing Follow-up Process:

    Comment on the process for implementing and monitoring.

    Comment on how the student/constituency profile and the annual progress reports, including the WASC mid-cycle report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

4. Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals:

    a. For each current action plan goal or section, indicate how it relates to one or more of the critical areas for follow-up including any additional recommendations (i.e., cross-reference).
    b. Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical learner needs and one or more schoolwide learner outcomes for all students. Include:
        *   How was the goal determined?
        *   What impact has the goal had on student learning?
        *   To what extent have the action plan growth targets been met over the past years?
    c. Cite evidence; reference the student performance data as appropriate.

5. Critical Areas for Follow-up not currently in the Action plan:

    Comment separately on the critical areas for follow-up that have already been addressed and are currently not in the plan. In addition, comment on those "just do its" or isolated critical areas for follow-up that were not included in the ongoing schoolwide action plan. Comment on the impact of these critical areas for follow-up on student learning. Cite evidence.

✓ **Self-Check Questions**

- Does the report show how the schoolwide critical areas of follow-up and recommendations identified by Visiting Committees since the last full self- study were integrated into the action plan?
- Does the school address each section of the action plan?
- Does the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
- Does the school show how other critical areas of follow-up were addressed that were not part of the action plan?

CHAPTER 2/TASK 2: REFINE THE STUDENT/CONSTITUENCY PROFILE BASED ON THE ANALYZED AND DISAGGREGATED DATA; CLARIFY THE SCHOOLWIDE LEARNER OUTCOMES AND CRITICAL STUDENT LEARNING NEEDS

The student/constituency profile is a summary of demographic, achievement, perception, and other data that will answer questions such as: What are the characteristics of the constituency served by the school? What are their needs in relation to education and employment? Who are the students? How are the students performing? Through this profile the school clarifies its identity and mission and documents the students' needs and resources. This profile is a critical piece in the subsequent analytical work based on the WASC/AAA criteria in which the school evaluates the existing program to determine its effectiveness in supporting high quality student learning.

Product

Self-Study Report, Chapter II: Student/Constituency Profile—Supporting Data and Findings

Provide findings and analysis noting trends, irregular patterns, or anomalies for the data, including longitudinal and disaggregated data. (See Profile Development, p. 47-49)

- Demographic data
- Student performance data
- Perception data

Appendices:

A. Results of student questionnaire/interviews
B. Results of parent/constituency questionnaire/interviews
C. Master schedule
D. Additional details of school programs
E. Graduation requirements
F. Any pertinent additional data (or have on exhibit during the visit)
G. Budgetary information, including budget pages from the school's action plan
H. Glossary of terms unique to the school

Participants

- Leadership Team and/or Student/Constituency Profile Committee
- All Stakeholders (through Schoolwide Focus Groups, Home Groups for Large Schools, or Total Staff)

Procedures

1. Leadership Team and/or Student/Constituency Profile Committee:

a. Review the student/constituency profile guide and the current student/constituency profile. (See Profile Development, p. 47-49)

The student/constituency profile should include both demographic data, describing the school, its students, and staff and performance and outcome data, describing the students' achievements. A summary of information or perceptions collected about how stakeholders view the school may also be included.

b. Gather the needed additional demographic and student performance data
c. Present data through the use of appropriate charts, tables, and graphs
d. Disaggregate, as appropriate, interpret, and analyze the data
e. Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data. Include any student and/or parent survey data
f. Include data about one or two schoolwide learner outcomes, at a minimum

2. Leadership Team and/or Student/Constituency Profile Committee:

Review the core values and beliefs, the vision, the mission, and existing schoolwide learner outcomes. Use the profile data to discuss the critical learner needs, future challenges, and needed competencies.

- What are the current and future learning needs of the students?
- What does it mean to be an educated person?
- What is the most effective preparation of students for their future?

Include the schoolwide learner outcomes in the profile with pertinent comments about modifications.

Refine the schoolwide learner outcomes and indicators as needed. Include the schoolwide learner outcomes and any pertinent comments in the profile. (Note: New schools should describe the process used to determine or clarify these.)

3. Leadership Team and Student/Constituency Profile Committee:

Prepare a draft overall summary of what these data sources tell about student achievement and the school constituency. This will be updated after preparation of the progress report (Task 2) and the dialogue with all certificated staff and other stakeholders (Task 3).

- What are the implications of the data with respect to student performance?
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes.
- List important questions that have been raised by the analysis of the student performance and demographic data.

Note: The identified critical learner needs, and important questions will be used in the Home and Focus Groups.

Categories of Information for Profile Development

General Background and History

A. School/Constituency

    a. School Description

    b. Brief description of the constituency/community served by the school:

        i. Constituency membership by churches
        ii. Total membership of constituent churches
        iii. Annual tithe of constituent churches
        iv. Annual church subsidy
        v. Number of students from constituent churches
        vi. Number of students from constituent churches not attending this school
        vii. Family and community trends
        viii. Special populations (e.g., international, home school)

B. School Purpose (e.g., beliefs, vision, mission, and schoolwide learner goals)

C. Accreditation History for School

D. Internal and External factors:

    a. School growth needs
    b. School business relationships
    c. Parent/constituency/foundation organizations/programs
    d. National/international constituency projections/trends
    e. Constituency perceptions

Demographic Data

A. Students

    a. Enrollment

        i. By grade level
        ii. Mobility of students
        iii. Nationality or ethnicity
        iv. English proficiency
        v. Gender/age mix
        vi. Special populations (e.g., international, home school)
        vii. Health/safety issues

    b. Attendance patterns
    c. Longitudinal data on student performance by sub-populations. Include comparative data (e.g., nationality)
    d. Student follow-up data (i.e., trends of student data upon leaving or graduating)
    e. Student participation in academic and co-curricular activities

B. Staff
    a. Number of certificated staff and classified staff, include number of qualified personnel for student support services and substitute teachers
    b. Percent of teachers instructing outside credentialed areas, including an explanation

  c. Number with advanced degrees
  d. Total number of years in education
  e. Gender
  f. Ethnicity or Nationality
  g. Attendance rates of teachers
  h. Number and assignment of teaching assistants or paraprofessionals
  i. Professional development:
    i. Number participating
    ii. Content of staff development

C. Financial Indicators: Using information such as the following, describe the capacity of your school to provide adequate resources for student achievement:
  a. Budgeted operating expense
  b. Actual operating expense
  c. Annual operating income
  d. Total income from church subsidy
  e. Total income from tuition
  f. Current student accounts receivable
  g. Commercial accounts payable
  h. Accounts payable to the conference and other church entities
  i. Total capital expenditures
  j. Expenditures per pupil
  k. Monies from other funding sources (e.g., grants, foundations)

Student Performance Data

A. External assessments (e.g. Iowa Assessments, MAP)
B. Local assessments
C. College Scholastic Assessment Tests (SAT) and/or ACT results, including numbers of students taking the exams
D. Advanced placement test results, including the number of students enrolled in AP Courses, the percentages taking the exams, and the percentage of students passing exams.
E. Follow-up performance data (how well are students performing at schools attended after your school?)

Mission and School Learner Outcomes

A. State the mission (e.g., core values, vision, mission)
B. State the schoolwide learner outcomes and briefly explain the process to determine these
C. Provide a brief description of the process the school will use to determine that students are attaining the schoolwide learner outcomes.

Self-Check Questions

- Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
- Has the Leadership Team produced a user-friendly profile for all stakeholders?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile?
- Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
- Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes; to guide further inquiry about student achievement and the school programs?

CHAPTER 3/TASK 3: EVALUATE THE QUALITY OF THE SCHOOL PROGRAM IN RELATION TO THE WASC/AAA CRITERIA WITH EMPHASIS ON THE IDENTIFIED CRITICAL STUDENT LEARNING NEEDS; SYNTHESIZE THE INFORMATION, DETERMINE STRENGTHS AND GROWTH NEEDS

Product

Self-Study Report, Chapter III: Self-Study Findings

Prepare a 3-7 page synthesis of the evidence examined and analyzed in support of each criterion.

1. A list of strengths
2. A list of prioritized growth areas

The four criteria categories are:

A. *Organization for Student Learning*
B. *Curriculum, Instruction, and Assessment*
C. *Support for Student Personal, Academic, and Spiritual Growth*
D. *Resource Management and Development*

Have available pertinent evidence for review by Visiting Committee. This includes samples of representative student work that have been analyzed.

Participants

- Leadership Team
- Schoolwide Focus Groups
- Home Groups (for large schools)

Procedures:

1. Schoolwide Focus Groups: (Note: Ensure all stakeholders have discussed the student/constituency profile and 2-3 critical learner needs.)

   Review and discuss all four categories of criteria in order to understand that these concepts are guidelines for systematic school improvement. The focus is on student accomplishment of the schoolwide learner outcomes and critical learner needs. These criteria will be used to evaluate the school program in relation to the school's vision, mission, schoolwide learner outcomes, and critical learner needs.

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

2. Schoolwide Focus Groups:

    a. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category and decide what is already known from experience at the school.
    b. Review the profile and progress report data and summary about the implications, critical learner needs, and important questions.
    c. Based on the criteria/indicator/prompts, decide what data/information/ evidence is needed to determine what currently exists and its effectiveness.
    d. Review the list of areas to analyze and examine for each criterion to assist with this discussion.
    e. Particularly, decide what is needed from all the Home Groups (for large schools).

    Note: Home Groups (for large schools) must conduct a schoolwide analysis of student work and student engagement in learning based on the identified critical learner needs and related schoolwide learner outcomes. Written conclusions from this study must be summarized and shared with all Focus Groups, especially, Curriculum, Instruction, and Assessment.

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

3. Home Groups (for Large Schools):

    Gather and analyze the data and information that is needed by the Focus Groups, including examination of student work, observing student engagement, conducting walkthroughs, and interviewing or surveying students.

4. Home Groups (for Large Schools):

    Share findings with appropriate Schoolwide Focus Groups. (Note: This can be done through notes and evidence for the Focus Group representative from each Home Group and also through shared documents.)

5. Schoolwide Focus Groups:

    Discuss and analyze the Home Group (for large schools) information gathered and analyzed about the selected critical learner needs, related schoolwide learner outcomes, and academic standards. Then examine the school program in relation to the WASC criteria/indicators/prompts assigned to the Focus Group. (Note: The Leadership Team can assist the Organization for Student Learning and Resource Management and Development Focus Groups with the following criteria: A1, School Mission, A2, Governance, D1, Resources, and D2, Resource Planning.)

    **What do we know about the impact this part of the school's
    program and operation has on student learning?**

6. Schoolwide Focus Groups:

Decide what additional pertinent data is needed from the Home Groups (for large schools) and other sources to compare the school program to the designated WASC criteria/indicators/prompts, especially in relation to the identified critical learner needs, related schoolwide learner outcomes, and academic standards.

7. Home Groups (for Large Schools):

All members gather and analyze the additional requested information.

8. Schoolwide Focus Groups:

   a. Review all evidence about the designated WASC criteria/indicators.
   b. Synthesize the information and data analyzed.
   c. Use the prompts to summarize the analytical findings and related evidence for the criteria and indicators, including what has been learned about the critical learner needs and important related questions.
   d. For the assigned criteria category, identify major areas of strength and prioritized growth areas that show a direct correlation with the written findings and supporting evidence.

✓ **Self-Check Questions**

Were the critical learner needs, schoolwide learner outcomes and academic standards considered in the analysis of the criteria of A-D.
Was the accuracy of the findings discussed and supported by evidence?
Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)

Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?

CHAPTER 4/TASK 4: SUMMARY OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS BASED ON PROFILE AND FOCUS GROUP ANALYSIS AND FINDINGS

Product

Self-Study Report, Chapter IV: Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Findings

1. What are the implications of the profile and progress data with respect to student performance since the prior self-study (or initial visit)?

2. Based on past performance and current data, select two to three critical learner needs, noting the correlated schoolwide learner outcomes.

3. List 3-4 important questions that have been raised by the analysis of the student performance, demographic, perception, and progress data. (These will be used in the Home and Focus Group work.)

Participants

- Leadership Team and/or Student/Constituency Profile Committee
- All Stakeholders (through Schoolwide Focus Groups, Home Groups for Large Schools, or Total Staff)

Procedures

1. Leadership Team:

   a. Disseminate the draft profile and progress report (Chapters I & II) to all certificated staff and other stakeholders; hold group discussions based on the schoolwide learner outcomes and current knowledge about critical learner needs.
   Use the following questions:
      - Who are the students?
      - How are they performing?
      - Who's achieving? Who's not achieving?
      - What has been accomplished? What is in progress?
   b. Have the staff and other stakeholders generate from the discussion their overall implications, critical learner needs, and important questions. This will be an important verification of the draft work done by the Leadership Team and Profile Committee on these areas.

c. Determine if there is agreement on the identified critical learner needs and important questions. Are there additions? (Note: These critical learner needs and questions will be addressed through the Home and Schoolwide Focus Group dialogue).

d. Use the implications, critical learner needs, and questions identified by the staff and additional Leadership/Profile Committee notes to finalize the summary.

e. Determine if there needs to be any further modification of the schoolwide learner outcomes in relation to inclusion of the critical learner needs. Make appropriate modifications and include those in Chapter I, the Student/Constituency Profile.

   Note: The identified critical learner needs and important questions will be used in the Home and Focus Group work.

2. Leadership Team:

   Finalize and distribute the profile, the progress report, and summary (Chapters I-III) to all stakeholders for use throughout the self-study process and include in the self-study report.

   Note: The Focus and Home Groups (for large schools) will use the profile, the progress report, and especially the summary data related to the identified critical learner needs and important questions. The profile and summary will be updated as additional data becomes available throughout the self-study process.

✓ **Self-Check Questions**

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Has the school obtained input from all members of the school constituency as the implications and identification of the critical learner needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2-3 critical learner needs to the schoolwide learner outcomes and descriptors?
- Is there commitment to accomplishing the school's vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?
- Have the 3-4 important questions been determined that will be discussed in the Home/Focus groups?
- Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?

CHAPTER 5/TASK 5: REVISE OR CREATE A COMPREHENSIVE SCHOOLWIDE ACTION PLAN THAT WILL DRIVE ACHIEVEMENT OF THE SCHOOLWIDE LEARNER OUTCOMES. ESTABLISH AN ONGOING FOLLOW-UP PROCESS TO MONITOR IMPLEMENTATION AND ACCOMPLISHMENT OF THE SCHOOLWIDE ACTION PLAN

Product

Self-Study Report, Chapter V: Schoolwide Action Plan

A. Revise the schoolwide action plan. For each section include the elements listed below:

- Statement of area for improvement that is student-focused
- Rationale for area based on self-study findings
- Link to one or more critical learner needs and schoolwide learner outcomes
- Ways of assessing progress, including student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards
- Means to monitor and report progress
- Who is responsible and involved
- Specific steps, including professional development
- Timeline
- Resources needed

B. State additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process for ongoing school improvement.

Participants

- Leadership Team
- All Stakeholders (through Schoolwide Focus Groups, Home Groups, or Total Staff)

Procedures

1. Review the Focus Group summaries.

2. Generate a table or matrix of all the strengths from each of the four categories and a second table for the prioritized growth areas from the four categories.

3. Use this list of strengths and prioritized growth areas from all four categories and cluster them into major themes or strands, including the relating of these to the critical learner needs.

4. Review the current schoolwide action plan and decide upon appropriate modifications based on the resulting themes emerging from the self-study.

5. Synthesize or incorporate the identified growth areas into meaningful action plan sections.

6. Ensure that the goals or areas for improvement are student-focused.

7. Ensure that growth targets have been established for each priority critical learner need and related schoolwide learner outcome(s). These growth targets should address subgroups of students as appropriate.

8. Gather feedback, gain consensus, and ensure commitment of all groups.

9. Make any additional modifications. Revise the plan. Obtain all required approvals.

10. Establish process to monitor student learning based on the critical learner needs, the schoolwide learner outcomes, academic standards, and progress on each schoolwide action plan section (i.e., annual progress report to all stakeholders, the Board, and advisory groups).

11. Provide an annual progress report to all stakeholders, school site council and/or advisory groups, and the Board.

✓ **Self-Check Questions**

- Is the action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the action plan sections address the learning needs of students as identified in the student/constituency profile?
- Are resources dedicated to each growth target?
- Is there an effective process in place to integrate the Visiting Committee suggestions after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan and modify as needed?

FOCUS ON LEARNING

Tools for Analysis

Tools for Analysis

INDICATORS, AREAS TO EXAMINE, AND PROMPTS

This section contains tools to assist a school in collecting and analyzing data as it determines the effectiveness of its program and operations in relation to student learning, including analysis of the program and operations in relation to the identified critical learner needs.

The tools are organized by the <u>four categories</u> of criteria:

      Category A: *Organization for Student Learning*

      Category B: *Curriculum, Instruction, and Assessment*

      Category C: *Support for Student Personal, Academic, and Spiritual Growth*

      Category D: *Resource Management and Development*

The purpose of this analysis is to ensure an effective, efficient, and relevant improvement process for schools. Indicators have been listed to assist in the deeper understanding of the criteria supported by analytical prompts to guide the responses of the Focus Groups. In addition, for each criterion there is a list of areas to analyze and examine. All these tools should assist the school in its work of determining the effectiveness of the school's program and operations to support high-quality student learning.

In this analysis and evaluation using the WASC/AAA criteria, indicators, and analytical prompts, include all programs. To accomplish this, use these basic directions (Task 3):

Home/Focus Group work, based on the WASC/AAA criteria in each category:

- Review what currently exists based on the WASC/AAA criteria and indicators.
- Evaluate the current program's effectiveness based on the WASC/AAA criteria and indicators. Use the analytical prompts to summarize the findings and evidence.
- Support responses with analyzed, observable evidence. Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations, interviews, and discussions.
- These responses will form the basis of Chapter IV of the self-study report and the determination of aligned strengths and growth areas for each category of WASC/AAA criteria.

CATEGORY A

Organization for Student Learning

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

A1. School Mission Criterion

The school has established a clear mission that reflects the beliefs and philosophy of the institution. The mission is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The written mission reflecting the beliefs and philosophy of the school and its constituency
- Student/constituency profile data and its impact on the school mission and schoolwide learner outcomes
- The degree of involvement by representatives of the entire school constituency in the development of the mission and schoolwide learner outcomes
- The process for reaching consensus among the stakeholders regarding the mission and the schoolwide learner outcomes
- The level of understanding and commitment to the mission of the staff, students, parents, and other stakeholders
- The process for regular review or revision of the school mission and schoolwide learner outcomes based on student needs and challenges students will face in the future
- The means by which the mission and the schoolwide learner outcomes are publicized to the school and its constituency
- The degree of consistency between the school mission, the schoolwide learner outcomes, and the school program
- Publications used to inform parents and constituency members about the school program

Indicators with Prompts

A1.1 Beliefs and Philosophy

Indicator: The written mission reflects the philosophy and principles of Adventist education, the school, and its constituency.

PROMPT: EVALUATE THE WRITTEN MISSION IN RELATIONSHIP TO THE BELIEFS AND PHILOSOPHY OF ADVENTIST EDUCATION, THE SCHOOL, AND ITS CONSTITUENCY.

A1.2   Mission, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/constituency profile data has impacted the development/refinement of the school mission and schoolwide learner outcomes.

PROMPT: EVALUATE THE DEGREE TO WHICH THE DEVELOPMENT OF THE SCHOOL'S VISION, MISSION, AND SCHOOLWIDE LEARNER OUTCOMES HAVE BEEN IMPACTED BY PERTINENT STUDENT/CONSTITUENCY PROFILE DATA.

A1.3   Involvement of All

Indicator: The school has a process for involving representatives of the entire school constituency in the development/refinement of the mission and schoolwide learner outcomes.

PROMPT: EVALUATE THE PROCESSES 1) TO ENSURE INVOLVEMENT OF REPRESENTATIVES FROM THE ENTIRE SCHOOL CONSTITUENCY IN THE DEVELOPMENT/REFINEMENT OF THE MISSION AND SCHOOLWIDE LEARNER OUTCOMES AND 2) TO DETERMINE THEIR EFFECTIVENESS.

A1.4   Consistency of Mission, Schoolwide Learner Outcomes, and Program

Indicator: There is a strong degree of consistency between the school mission, the schoolwide learner outcomes, and the school program.

PROMPT: PROVIDE A RANGE OF EXAMPLES SHOWING THE SCHOOL MISSION, SCHOOLWIDE LEARNER OUTCOMES, AND PROGRAM ARE CONSISTENT.

A1.5   Communication about Mission and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the mission and the schoolwide learner outcomes to the students, parents, and other members of the school constituency.

PROMPT: EXAMINE THE EFFECTIVENESS OF THE MEANS TO PUBLICIZE THE MISSION AND THE SCHOOLWIDE LEARNER OUTCOMES TO THE STUDENTS, PARENTS, AND OTHER MEMBERS OF THE SCHOOL CONSTITUENCY.

A1.6   Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school mission and the schoolwide learner outcomes based on student needs, global and local needs, and other trends and constituency conditions.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE REGULAR PROCESS FOR REVIEW/REVISION OF THE CORE BELIEFS, SCHOOL VISION, MISSION, AND THE SCHOOLWIDE LEARNER OUTCOMES. INCLUDE THE DEGREE TO WHICH THE REVIEW/REVISION PROCESS ADDRESSES CURRENT AND FUTURE LEARNER NEEDS AND OTHER LOCAL/GLOBAL TRENDS/CONDITIONS.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

A2.   Governance Criterion

The school board (a) adopts policies which are consistent with the school mission and support the achievement of the schoolwide learner outcomes for the school, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The legal ownership and organization of the school
- The selection, composition, and specific duties of the school board
- Board policies
- The connection between the school board's policies and the school's mission/schoolwide learner outcomes
- The nature and extent of the school constituency's understanding of the school board's role
- The relationship between the school board and the responsibilities of the professional staff
- The process for evaluation of the school board
- The degree of participation of board and conference office of education personnel in the development of the vision and schoolwide learner outcomes
- School constitution
- School board minutes
- *Journey to Excellence*
- Additional evidence

Indicators with Prompts

A2.1   Clear Policies and Procedures

Indicator: There are clear policies and procedures with regard to the selection, composition, and specific duties of the school board.

PROMPT: EVALUATE THE CLARITY OF THE POLICIES AND PROCEDURES REGARDING THE SELECTION, COMPOSITION, AND SPECIFIC DUTIES OF THE SCHOOL BOARD.

A2.2   Pre-training of Potential Board Members

Indicator: Individuals appointed to board membership will have some form of training in the principles and skills essential to the effectiveness of the school board.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE TRAINING OFFERED TO PROSPECTIVE OR NEW SCHOOL BOARD MEMBERS.

A2.3   Relationship of Policies

Indicator: The policies and practices of the school board are directly connected to the school's vision, mission, and schoolwide learner outcomes as well as the philosophy and principles of Adventist education.

PROMPT: EVALUATE THE ADEQUACY OF THE SCHOOL BOARD POLICIES TO CONNECT DIRECTLY TO THE SCHOOL'S VISION, MISSION, AND SCHOOLWIDE LEARNER OUTCOMES AS WELL AS THE PHILOSOPHY AND PRINCIPLES OF ADVENTIST EDUCATION.

A2.4   Involvement of School Board

Indicator: The school board is involved in the regular review and refinement of the mission and schoolwide learner outcomes. The school board uses a variety of strategies to remain current in research-based knowledge about effective schools.

PROMPT: EVALUATE THE PROCESSES FOR THE INVOLVEMENT OF THE SCHOOL BOARD IN THE REGULAR REVIEW AND REFINEMENT OF THE SCHOOL'S VISION, MISSION, AND SCHOOLWIDE LEARNER OUTCOMES.

A2.5   School Constituency Understanding

Indicator: The constituency understands the school board's role.

PROMPT: TO WHAT DEGREE DOES THE CONSTITUENCY UNDERSTAND THE SCHOOL BOARD'S ROLE?

A2.6   Complaint and Conflict Resolution Procedures

Indicator: The school board's established complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

PROMPT: COMMENT ON THE EFFECTIVENESS OF THE ESTABLISHED SCHOOL BOARD'S COMPLAINT AND CONFLICT RESOLUTION PROCEDURES AS THEY APPLY TO THE SCHOOL'S STAKEHOLDERS.

A2.7   Relationship to Professional Staff

Indicator: There is clear understanding about the relationship between the school board and the responsibilities of the professional staff. The school board constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

PROMPT: DETERMINE WHETHER THERE IS CLEAR UNDERSTANDING ABOUT THE RELATIONSHIP BETWEEN THE SCHOOL BOARD AND THE RESPONSIBILITIES OF THE PROFESSIONAL STAFF AND HOW THAT UNDERSTANDING IS DEVELOPED AND MAINTAINED.

A2.8   Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the school board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

PROMPT: DETERMINE THE DEGREE TO WHICH THERE IS CLARITY OF THE EVALUATION AND MONITORING PROCEDURES CARRIED OUT BY THE SCHOOL BOARD, INCLUDING REVIEW OF STUDENT PERFORMANCE, OVERALL SCHOOL PROGRAMS AND OPERATIONS, AND FISCAL HEALTH OF THE SCHOOL.

A2.9   Evaluation of School Board

Indicator: There is a process for evaluating the school board.

PROMPT: REVIEW AND ASSESS THE PROCESS FOR EVALUATING THE SCHOOL BOARD.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

A3.   School Leadership Criterion

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, (b) empowers the staff, and (c) encourages commitment, participation, and shared accountability for student learning.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- Administrator and faculty handbooks and charts that define responsibilities and relationships
- The existing structures for internal communications, planning and resolving differences
- Strategies for team building used at the school
- Examples of collaboration across the school
- The process for regular review of the existing structures
- The leadership's processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning
- Leadership, faculty, and staff involvement in planning for and focusing on successful student learning
- The degree to which the actions of the leadership are directly linked to student achievement of the schoolwide learner outcomes
- Analysis of student and parent surveys
- Additional evidence

Indicators with Prompts

A3.1   Defined Responsibilities, Practices, etc.

Indicator: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and faculty.

PROMPT: EVALUATE THE WRITTEN POLICIES, CHARTS, AND HANDBOOKS THAT DEFINE RESPONSIBILITIES, OPERATIONAL PRACTICES, DECISION-MAKING PROCESSES, AND RELATIONSHIPS OF LEADERSHIP AND FACULTY. DETERMINE THE CLARITY AND UNDERSTANDING OF THESE BY ADMINISTRATION AND FACULTY.

A3.2   Existing Structures

Indicator: The school has existing structures for internal communication, planning, and resolving differences.

PROMPT: HOW EFFECTIVE ARE THE EXISTING STRUCTURES FOR INTERNAL COMMUNICATION, PLANNING, AND RESOLVING DIFFERENCES?

A3.3 Involvement of Staff

Indicator: 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.

PROMPT: HOW EFFECTIVE ARE THE PROCESSES AND PROCEDURES FOR INVOLVING STAFF IN SHARED RESPONSIBILITY, ACTIONS, AND ACCOUNTABILITY TO SUPPORT STUDENT LEARNING?

A3.4 Evaluation of Existing Processes

Indicator: 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.

PROMPT: TO WHAT EXTENT DOES THE SCHOOL LEADERSHIP REGULARLY REVIEW THE EXISTING PROCESSES TO DETERMINE THE DEGREE TO WHICH ACTIONS OF THE LEADERSHIP AND STAFF FOCUS ON SUCCESSFUL STUDENT LEARNING?

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

A4.   Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's mission, and are engaged in ongoing professional development that promotes student learning.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- Employment policies/practices related to qualification requirements
- Information on staff background, training, preparation, certification, and endorsements
- Staff assignments to maximize use of their expertise that will result in student achievement
- The feeling of the teachers about their sense of efficacy in their work as they translate the schoolwide learner outcomes into reality in their classes
- The degree to which school leadership supports professional development with time, personnel, and fiscal resources
- The professional development or learning plans as integrated within the schoolwide action plan
- The review of how these priorities were established
- The perceptions of the staff members about the mission and effectiveness of professional development/learning
- The evaluation procedures utilized and their effectiveness in promoting professional growth
- The degree of participation in professional opportunities that will promote student learning
- The degree to which the environment enables teachers to focus on students accomplishing the schoolwide learner outcomes
- The types of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations
- The process used to determine the measurable effect of professional development on student work and accomplishment of the schoolwide learner outcomes
- The means to evaluate the effectiveness of professional development to inform planning and future decision-making
- Faculty assignments based on certification and endorsements as reflected in the annual curriculum review document
- Faculty meeting minutes
- Certification manual
- Additional evidence

Indicators with Prompts

A4.1   Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

PROMPT: EVALUATE THE CLARITY OF THE EMPLOYMENT POLICIES AND PRACTICES RELATED TO QUALIFICATION/ STATUTORY REQUIREMENTS OF CURRENT AND POTENTIAL STAFF FOR ALL PROGRAMS, INCLUDING SPECIALIZED PROGRAMS SUCH AS COLLEGE/CAREER PREPARATION.

A4.2   Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation.

PROMPT: EVALUATE THE PROCEDURES TO ENSURE ALL STAFF MEMBERS IN ALL PROGRAMS BASED ON STAFF BACKGROUND, TRAINING, AND PREPARATION ARE QUALIFIED FOR THEIR RESPONSIBILITIES WITHIN ANY TYPE OF INSTRUCTION TO ENSURE QUALITY STUDENT LEARNING.

A4.3   Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including specialized programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

PROMPT: EVALUATE THE PROCESS TO ASSIGN STAFF MEMBERS AND PROVIDE AN APPROPRIATE ORIENTATION PROCESS TO ENSURE ALL STAFF ARE QUALIFIED AND PREPARED FOR THEIR RESPONSIBILITIES.

A4.4   Defining and Understanding Practices/Relationships

Indicator: 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.

PROMPT: EVALUATE THE ADMINISTRATOR AND FACULTY WRITTEN POLICIES, CHARTS, PACING GUIDES, AND HANDBOOKS THAT DEFINE RESPONSIBILITIES, OPERATIONAL PRACTICES, DECISION-MAKING PROCESSES, AND RELATIONSHIPS OF LEADERSHIP AND STAFF. DETERMINE THE DEGREE OF CLARITY AND UNDERSTANDING OF THESE BY ADMINISTRATION AND FACULTY.

A4.5   Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

PROMPT: HOW EFFECTIVE ARE THE PROCESSES AND PROCEDURES FOR INVOLVING STAFF IN SHARED RESPONSIBILITY, ACTIONS, AND ACCOUNTABILITY TO SUPPORT STUDENT LEARNING THROUGHOUT ALL PROGRAMS? PROVIDE REPRESENTATIVE EXAMPLES AND DATA REGARDING IMPACT ON STUDENT LEARNING?

A4.6   Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students' achieving the academic standards and the schoolwide learner outcomes.

PROMPT: HOW EFFECTIVE IS THE SUPPORT OF PROFESSIONAL DEVELOPMENT/LEARNING WITH TIME, PERSONNEL, MATERIAL, AND FISCAL RESOURCES TO FACILITATE ALL STUDENTS' ACHIEVING THE ACADEMIC STANDARDS AND THE SCHOOLWIDE LEARNER OUTCOMES? PROVIDE EVIDENCE AND EXAMPLES.

A4.7   Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

PROMPT: HOW EFFECTIVE ARE THE SCHOOL'S SUPERVISION AND EVALUATION PROCEDURES IN ORDER TO PROMOTE PROFESSIONAL GROWTH OF STAFF IN ALL AREAS?

A4.8   Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

PROMPT: COMMENT ON THE EFFECTIVENESS OF THE PROCESSES IN DETERMINING THE MEASURABLE EFFECT OF PROFESSIONAL DEVELOPMENT, COACHING, AND MENTORING ON STUDENT PERFORMANCE. PROVIDE EVIDENCE ABOUT WHETHER THE PROFESSIONAL DEVELOPMENT/LEARNING HAS HAD A POSITIVE IMPACT ON STUDENT LEARNING.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

A5.   School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the mission and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The policies, codes, and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
- The level of understanding of the codes of student conduct by students, teachers, and parents
- The degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Understanding and acceptance of cultural and individual differences
- The level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents, where applicable, and between staff and leadership
- The degree to which student self-esteem is fostered through high expectations for each student and recognition of their successes
- Student work
- Students working together in a supportive manner academically or personally as appropriate
- Interview data from students, alumni, staff, and leadership
- Teachers working with students during non-class hours
- Written communication to and from the home
- Science lab meeting safety standards
- Additional evidence

Indicators with Prompts

A5.1   Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

PROMPT: TO WHAT EXTENT DOES THE SCHOOL DEMONSTRATE CARING, CONCERN, AND HIGH EXPECTATIONS FOR STUDENTS IN AN ENVIRONMENT THAT HONORS INDIVIDUAL DIFFERENCES AND IS CONDUCIVE TO LEARNING?

A5.2   Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

PROMPT: TO WHAT EXTENT DOES THE SCHOOL FOSTER STUDENT SELF-ESTEEM THROUGH HIGH EXPECTATIONS FOR EACH STUDENT AND RECOGNITION OF SUCCESSES?

A5.3   Mutual Respect and Communication

Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident.

PROMPT: WHAT EVIDENCE SUPPORTS MUTUAL RESPECT AND EFFECTIVE COMMUNICATION AMONG AND BETWEEN STAFF, STUDENTS, AND PARENTS?

A5.4   Teacher Support and Encouragement

Indicator: There is support and encouragement for teachers to use innovative approaches to enhance student learning.

PROMPT: HOW EFFECTIVE IS THE SUPPORT AND ENCOURAGEMENT FOR TEACHERS TO USE INNOVATIVE APPROACHES TO ENHANCE STUDENT LEARNING?

A5.5   Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations, and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

PROMPT: COMMENT ON YOUR ANALYSIS OF THE EFFECTIVENESS OF A) THE EXISTING POLICIES AND USE OF RESOURCES TO ENSURE A SAFE, CLEAN AND ORDERLY PLACE THAT NURTURES LEARNING, AND B) ALL ASPECTS OF THE SCHOOL WITH RESPECT TO SAFETY REGULATIONS INCLUDING EFFECTIVE OPERATING PROCEDURES FOR INTERNET SAFETY.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

A6.   Reporting Student Progress Criterion

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school constituency.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- How student progress is determined and monitored
- Existing standards used in the determination of learning
- The degree to which the linkage between what is learned and the schoolwide learner outcomes is understood by staff, students, and parents (if applicable)
- Student/work performance to determine the degree to which students are achieving the schoolwide learner outcomes
- Student follow-up studies/alumni surveys
- The procedures to communicate to the school board and members of the school constituency about student progress
- The degree of correlation between school improvement, professional development activities/topics and student progress of the schoolwide learner outcomes
- Published lists of:
    o Graduates
    o Students progressing from one level to another
    o Students pursuing further education
- Additional evidence

Indicators with Prompts

A6.1   Reporting Student Progress

Indicator: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE PROCESSES THAT INFORM APPROPRIATE STAKEHOLDERS (BOARD MEMBERS, TEACHERS, STUDENTS, AND PARENTS) ABOUT STUDENT ACHIEVEMENT OF THE ACADEMIC STANDARDS AND THE SCHOOLWIDE LEARNER OUTCOMES.

A6.2   Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

PROMPT: EVALUATE AND COMMENT ON THE SYSTEM USED TO MONITOR THE PROGRESS OF ALL STUDENTS TOWARD MEETING THE ACADEMIC STANDARDS AND SCHOOLWIDE LEARNER OUTCOMES.

A6.3   Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

PROMPT: PROVIDE EXAMPLES OF HOW ASSESSMENT RESULTS HAVE CAUSED CHANGES IN THE SCHOOL PROGRAM, PROFESSIONAL DEVELOPMENT ACTIVITIES, AND/OR RESOURCE ALLOCATIONS DEMONSTRATING A RESULTS-DRIVEN CONTINUOUS PROCESS.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

A7.   School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school constituency support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- Rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative, and has commitment of the stakeholders
- The degree of correlation between the school plans and analysis of student achievement of the schoolwide learner outcomes
- The degree of systems alignment in areas such as professional goals, teacher evaluation, and planning
- The degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- Appropriate levels of specificity in the school plans
- The specific benchmarks and accountability tools used in the monitoring process
- Indications of the number of staff involved in school action plans
- Evidence of student involvement in implementing action plans
- Evidence of employer involvement in school improvement or implementation of action plans
- Data or information gathered from ongoing contact with graduates
- School board agenda/minutes to validate board involvement in the school improvement process
- Additional evidence

Indicators with Prompts

A7.1   Broad-based and Collaborative

Indicator: The school can document that the school planning process is broad-based, collaborative, and has commitment of the stakeholders.

PROMPT: COMMENT ON THE EFFECTIVENESS OF THE SCHOOL PLANNING PROCESS TO ENSURE THAT IT IS BROAD-BASED, COLLABORATIVE, AND FOSTERS THE COMMITMENT OF THE STAKEHOLDERS, INCLUDING THE STAFF, STUDENTS, AND PARENTS.

A7.2   School Plan Correlated to Student Learning

Indicator: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

PROMPT: HOW DOES THE SCHOOL ENSURE THAT THE ANALYSIS OF STUDENT ACHIEVEMENT OF THE CRITICAL LEARNER NEEDS, SCHOOLWIDE LEARNER OUTCOMES, AND ACADEMIC STANDARDS ARE INCORPORATED INTO THE PLAN AND IMPACTS THE DEVELOPMENT, IMPLEMENTATION, AND MONITORING OF THE PLAN?

A7.3   Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

PROMPT: WHAT EVIDENCE SUPPORTS THE SYSTEM ALIGNMENT IN AREAS SUCH AS PROFESSIONAL GOALS, TEACHER EVALUATION, AND STRATEGIC PLANNING FOR THE PURPOSE OF ONGOING SCHOOL IMPROVEMENT?

A7.4   Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of resources (time, fiscal, personnel, material) and the implementation, monitoring, and accomplishing of the schoolwide action plan.

PROMPT: EXAMINE AND EVALUATE THE DEGREE TO WHICH THE ALLOCATION OF RESOURCES (TIME, FISCAL, PERSONNEL, AND MATERIAL) SUPPORT THE IMPLEMENTATION, MONITORING, AND ACCOMPLISHMENT OF THE SCHOOLWIDE ACTION PLAN.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

Summary, Strengths, and Growth Needs of Category A

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.
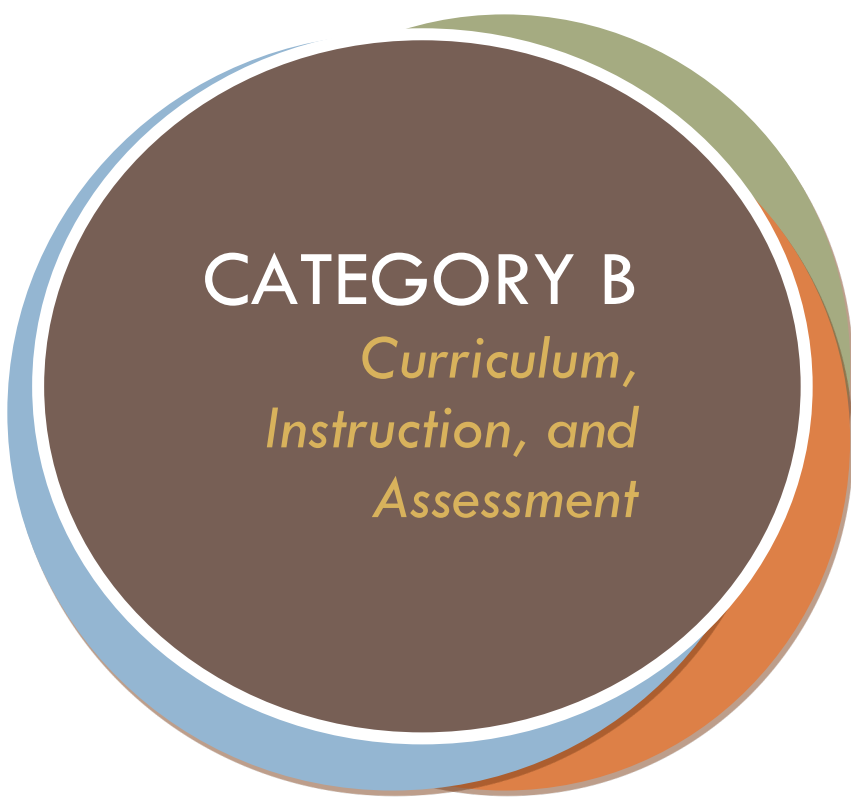
Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category A.

Category A: Areas of Strength

Category A: Areas of Growth

CATEGORY B

Curriculum, Instruction, and Assessment

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

B1.   What Students Learn Criterion

The school provides a rigorous, coherent, and relevant curriculum for each student that fulfills the mission and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate. One example: Every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The degree of consideration by the school to citations and indications of current educational research and thinking related to various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students
- The degree of consideration by the school of international/national/constituency issues and student needs in the modification of the curricular program
- The written curriculum for each subject area and level
- Minutes of meetings where curricular issues are discussed
- Evidence that schoolwide learner outcomes have been used as the basis for development of:
    - Curricular goals
    - Teaching processes
    - Evaluation of learning
    - Instructional competencies
- Articulation processes among and between levels and other schools/programs
- Evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving, and application of concepts and skills in realistic situations
- The procedures used for curriculum development, evaluation, and revisions
- Policies regarding course completion, credits, grades, homework, etc., that guide student progression through the program
- Evidence of a challenging, coherent, and relevant curriculum accessible to all students
- Class schedules
- Class enrollment lists

- The assessment processes used by the professional staff to measure the schoolwide learner outcomes and curricular goals or standards
- Student follow-up studies that provide insight to the effectiveness of the instruction in the preparation of students for pursuing further education, entering the work force, or meeting their personal goals
- North American Division content area standards
- Faculty long-range lesson plans
- Annual curriculum audit document
- Graduation requirements
- Additional evidence

Indicators with Prompts

B1.1   Current Educational Research and Thinking

Indicator: The school provides a documented curriculum that is comprehensive and sequential. It is modified as needed to address current educational research and thinking, other relevant international, national, constituency issues, and the needs of all students.

PROMPT: COMMENT ON THE EFFECTIVE USE OF CURRENT EDUCATIONAL RESEARCH RELATED TO THE CURRICULAR AREAS IN ORDER TO MAINTAIN A VIABLE, MEANINGFUL INSTRUCTIONAL PROGRAM FOR STUDENTS. EXAMINE THE EFFECTIVENESS OF HOW THE SCHOOL STAFF STAYS CURRENT AND RELEVANT AND REVISES THE CURRICULUM APPROPRIATELY WITHIN THE CURRICULAR REVIEW CYCLE.

B1.2   Academic Standards for Each Area

Indicator: The school provides a documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

PROMPT: EVALUATE TO WHAT EXTENT THERE ARE DEFINED ACADEMIC STANDARDS FOR EACH SUBJECT AREA, COURSE, AND/OR PROGRAM (E.G., ONLINE INSTRUCTION) THAT MEET STATE OR NATIONAL/INTERNATIONAL STANDARDS AND, IF APPLICABLE, EXPECTATIONS WITHIN COURSES THAT MEET THE UC "A-G" REQUIREMENTS.

B1.3   Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

PROMPT: EVALUATE IF THERE IS CONGRUENCE BETWEEN THE ACTUAL CONCEPTS AND SKILLS TAUGHT, THE ACADEMIC STANDARDS, AND THE SCHOOLWIDE LEARNER OUTCOMES.

B1.4   Student Work—Engagement in Learning

Indicator: 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 schoolwide learner outcomes.

PROMPT: EVALUATE TO WHAT EXTENT THE EXAMINATION OF REPRESENTATIVE SAMPLES OF STUDENT WORK AND SNAPSHOTS OF STUDENT ENGAGEMENT IN LEARNING DEMONSTRATE THE IMPLEMENTATION OF A STANDARDS-BASED CURRICULUM AND THE ADDRESSING OF THE SCHOOLWIDE LEARNER OUTCOMES.

B1.5   Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. 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 all students.

PROMPT: WHAT HAVE YOU LEARNED ABOUT THE ACCESSIBILITY OF A RIGOROUS, RELEVANT, AND COHERENT CURRICULUM TO ALL STUDENTS THROUGH THE VARIOUS COURSES/PROGRAM OFFERED (E.G., ONLINE INSTRUCTION)? WHAT DID YOU LEARN FROM EXAMINING THE DEMOGRAPHICS AND SITUATION OF STUDENTS THROUGHOUT THE CLASS OFFERINGS? EVALUATE HOW THE INSTRUCTIONAL PRACTICES AND OTHER ACTIVITIES FACILITATE ACCESS AND SUCCESS FOR ALL STUDENTS.

B1.6   Acceptable Student Achievement

Indicator: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

PROMPT: WHAT EVIDENCE DEMONSTRATES ACCEPTABLE STUDENT ACHIEVEMENT OF THE ACADEMIC STANDARDS AND THE SCHOOLWIDE LEARNER OUTCOMES THROUGH DEFINED PERFORMANCE INDICATORS?

B1.7   Curricular Review, Revision, and Evaluation

Indicator: The school assesses its review process for curriculum and each program area. The review includes the impact of graduation requirements, credits, grading policies, homework policies, and uses of technology, on providing a challenging, coherent, and relevant curriculum for all students.

PROMPT: COMMENT ON THE EFFECTIVENESS OF THE SCHOOL'S CURRICULUM REVIEW, EVALUATION, AND REVIEW PROCESSES FOR EACH PROGRAM AREA AND ITS IMPACT ON PROVIDING A CHALLENGING, COHERENT, AND RELEVANT CURRICULUM FOR ALL STUDENTS. EVALUATE THE EFFECTIVENESS OF THE PROCESSES TO ASSESS CURRICULAR GAPS AND MODIFY THE CURRICULUM TO ENSURE THAT SPECIFIC STUDENT NEEDS ARE BEING MET.

B1.8   Collaborative Work

Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

PROMPT: COMMENT ON THE COLLABORATIVE STRATEGIES USED TO EXAMINE CURRICULUM DESIGN AND STUDENT WORK AND ITS EFFECT ON REFINING LESSONS, UNITS, AND/OR COURSES.

B1.9   Policies—Rigorous, Relevant, Coherent Curriculum

Indicator: The school and key stakeholders assess the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE PROCESS THROUGH WHICH KEY STAKEHOLDERS ARE INVOLVED IN THE ASSESSMENT OF THE CURRICULUM IN RELATION TO SCHOOL POLICIES.

B1.10 Articulation and Follow-up Studies

Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

PROMPT: SHARE EXAMPLES OF ARTICULATION WITH FEEDER SCHOOLS AND LOCAL COLLEGES AND UNIVERSITIES, INCLUDING COMMENTS ON THE REGULARITY OF THEIR OCCURRENCE. WHAT HAS BEEN REVEALED THROUGH THE FOLLOW-UP STUDIES OF GRADUATES AND OTHERS REGARDING THE EFFECTIVENESS OF THE CURRICULAR PROGRAM?

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

B2.   How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the mission and schoolwide learner outcomes.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The planning processes for implementation of a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school's mission and the schoolwide learner outcomes
- Demonstration that students are actively engaged in learning, especially through examination of students working and their work
- Student use of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and constituency resources
- The degree of student understanding of the expected level of performance
- The degree to which teachers implement teaching techniques that enhance the active involvement of students appropriate to the subject matter
- Students' working and their work that demonstrates critical thinking, problem solving, knowledge, and application
- Student portfolios, projects, and performances
- The degree of involvement of students with diverse backgrounds and abilities
- Observations of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and schoolwide learner outcomes (e.g., oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests, and online conversations)
- Perceptions of students about the learning experiences and their relationship to the schoolwide learner outcomes
- The degree to which various learning approaches of the students are addressed through the instructional approaches
- The level of teacher currency and master of instructional content relative to the subject matter
- Faculty professional growth plan
- Schoolwide professional growth plan
- Incorporating the goals of *Journey to Excellence* in long range planning
- Additional evidence

Indicators with Prompts

B2.1   Research-based Knowledge

Indicator: The administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in learning that is based on the schoolwide learner outcomes and academic standards.

PROMPT: PROVIDE A RANGE OF EXAMPLES THAT DEMONSTRATES TEACHERS ARE CURRENT IN THE INSTRUCTIONAL CONTENT TAUGHT AND RESEARCH-BASED INSTRUCTIONAL METHODOLOGY.

B2.2   Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the curricular standards and schoolwide learner outcomes.

PROMPT: COMMENT ON THE EFFECTIVENESS OF THE PLANNING PROCESSES, INCLUDING THE USE OF FORMATIVE ASSESSMENT RESULTS, TO ENGAGE ALL STUDENTS ACTIVELY AT A HIGH LEVEL OF LEARNING CONSISTENT WITH THE CURRICULAR STANDARDS AND SCHOOLWIDE LEARNER OUTCOMES.

B2.3   Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching.

PROMPT: COMMENT ON THE EFFECTIVENESS OF HOW ADMINISTRATORS AND TEACHERS USE VARIOUS COLLABORATIVE STRATEGIES TO EXAMINE CURRICULAR DESIGN AND STUDENT WORK TO IMPROVE LEARNING AND TEACHING.

B2.4   Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

PROMPT: COMMENT ON THE EFFECTIVENESS OF HOW THE SCHOOL USES ONGOING PROFESSIONAL DEVELOPMENT TO ENHANCE THE CURRICULUM AND IMPROVE LEARNING AND TEACHING.

B2.5   Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

PROMPT: PROVIDE A RANGE OF EXAMPLES FROM EXAMINING STUDENTS WORKING AND THEIR WORK THAT GIVE INSIGHT TO THE DEGREE TO WHICH ALL STUDENTS ARE ACTIVELY ENGAGED IN LEARNING TO ACHIEVE THE ACADEMIC STANDARDS AND THE SCHOOLWIDE LEARNER OUTCOMES. PROVIDE EXAMPLES OF HOW STUDENTS DEMONSTRATE CRITICAL THINKING; PROBLEM SOLVING; AND KNOWLEDGE, APPLICATION, AND DEVELOPMENT OF A WIDE RANGE OF TECHNOLOGICAL SKILLS.

B2.6 Technological Integration

Indicator: Teachers systematically integrate technology within the classroom so that all students develop a wide range of technological skills.

PROMPT: *COMMENT ON THE INTEGRATION OF TECHNOLOGY WITHIN THE CLASSROOM SO THAT ALL STUDENTS DEVELOP A WIDE RANGE OF TECHNOLOGICAL SKILLS.*

B2.7 Evidence of Results Based upon Challenging Learning Experiences

Indicator: Students working, and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

PROMPT: *COMMENT ON THE STUDENT WORK AND HOW IT DEMONSTRATES CRITICAL AND CREATIVE THINKING, PROBLEM SOLVING, KNOWLEDGE ATTAINMENT, AND APPLICATION SKILLS.*

B2.8 Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

PROMPT: *EXAMINE AND EVALUATE THE EXTENT TO WHICH STUDENTS KNOW THE STANDARDS/EXPECTED PERFORMANCE LEVELS BEFORE BEGINNING A NEW AREA OF STUDY; AN EXAMPLE IS THE USE OF PACING GUIDES FOR ONLINE INSTRUCTION.*

B2.9 Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

PROMPT: *USING INTERVIEWS AND DIALOGUE WITH STUDENTS, EVALUATE THE EXTENT TO WHICH STUDENTS UNDERSTAND THE EXPECTED LEVEL OF PERFORMANCE BASED ON THE STANDARDS AND THE SCHOOLWIDE LEARNER OUTCOMES. EVALUATE THE EFFECTIVENESS OF THE STUDENT-TEACHER INTERACTION BASED ON STUDENT FEEDBACK.*

B2.10 Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

PROMPT: *HOW DO TEACHERS ADDRESS THE VARIETY OF WAYS IN WHICH STUDENTS LEARN AND THEIR INDIVIDUAL NEEDS THROUGH INSTRUCTIONAL APPROACHES APPROPRIATE FOR THE SUBJECT?*

B2.11 Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources.

PROMPT: *TO WHAT EXTENT DO STUDENTS USE RESOURCES FOR LEARNING BEYOND THE LIMITS OF THE TEXTBOOK SUCH AS EFFECTIVE USE OF TECHNOLOGY, COLLABORATIVE ACTIVITIES, AND COMMUNITY RESOURCES?*

Conclusions

PROMPT: *COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.*

B3.   How Assessment is Used Criterion

Teacher and student use of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The nature and types of assessment that teachers regularly use to measure student progress towards acquiring a specific body of knowledge or skills such as portfolios, oral or group projects, etc.
- The correlation of assessment to schoolwide learner outcomes, curricular objectives, course competencies, and instructional approaches used
- Student work that demonstrates understanding and application of knowledge and skills
- Student portfolios, projects, and performances
- Student assessment of the learning
- The monitoring of student progress over time
- The degree of effective use of student feedback as appropriate to determine whether course objectives have been met
- The modifications and revisions in the curriculum and instruction as a result of student assessment, both collectively and individually
- The degree to which parents and constituency are active in the learning assessment process
- The allocation of resources, including the provision for professional development opportunities, based upon assessment of the schoolwide learner outcomes
- Disaggregation and analysis of student test data
- Alumni survey/feedback
- Additional evidence

Indicators with Prompts

B3.1   Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills. Examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

PROMPT: TO WHAT EXTENT DO TEACHERS USE APPROPRIATE ASSESSMENT STRATEGIES TO MEASURE STUDENT PROGRESS TOWARD ACQUIRING A SPECIFIC BODY OF KNOWLEDGE OR SKILLS?

B3.2 Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades, their growth, and performance levels are determined and uses that information to strengthen student achievement.

PROMPT: EVALUATE THE IMPACT AND EFFECTIVENESS OF THE BASIS FOR WHICH STUDENTS' GRADES, THEIR GROWTH, AND PERFORMANCE LEVELS ARE DETERMINED.

B3.3 Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including students with special needs.

PROMPT: EXAMINE AND EVALUATE HOW STUDENT WORK AND OTHER ASSESSMENTS DEMONSTRATE STUDENT ACHIEVEMENT OF THE ACADEMIC STANDARDS AND THE SCHOOLWIDE LEARNER OUTCOMES.

B3.4 Correlation

Indicator: The teachers correlate assessment to schoolwide learner outcomes, curricular objectives, course competencies, and instructional approaches used.

PROMPT: COMMENT ON THE CORRELATION OF ASSESSMENT OF SCHOOLWIDE LEARNER OUTCOMES, CURRICULAR STANDARDS, COURSE COMPETENCIES, AND INSTRUCTIONAL APPROACHES USED.

B3.5 Modifications/Decisions based on Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

PROMPT: EVALUATE THE EFFECTIVENESS OF HOW ASSESSMENT DATA IS COLLECTED, ANALYZED, AND USED TO MAKE CHANGES AND DECISIONS ABOUT CURRICULUM, INSTRUCTION, PROFESSIONAL DEVELOPMENT, AND RESOURCE ALLOCATION.

B3.6 Student Feedback

Indicator: Student feedback is reviewed as an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards.

PROMPT: TO WHAT EXTENT IS STUDENT FEEDBACK REVIEWED AS AN IMPORTANT PART OF MONITORING STUDENT PROGRESS OVER TIME BASED ON THE SCHOOLWIDE LEARNER OUTCOMES AND THE CURRICULAR STANDARDS?

B3.7 Teacher Monitoring

Indicator: Teachers monitor student progress over time and give students feedback to help students determine whether course objectives have been met.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE TEACHERS MONITORING STUDENT PROGRESS OVER TIME AND GIVE STUDENTS FEEDBACK REGARDING WHETHER CURRICULAR STANDARDS HAVE BEEN MET.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

Summary, Strengths, and Growth Needs of Category B

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category B.

Category B: Areas of Strength

Category B: Areas of Growth

CATEGORY C

*Support for
Student Personal,
Academic, and
Spiritual Growth*

CATEGORY C: SUPPORT FOR STUDENT PERSONAL, ACADEMIC, AND SPIRITUAL GROWTH

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

C1. Student Connectedness Criterion

Students are connected to a system of support services, activities and opportunities at the school and within the constituency that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- Student profile
- The correlation of personalized student support with student achievement of the schoolwide learner outcomes and the curricular goals for all students including those admitted with special needs and those learning English as an additional language
- The availability of adequate services, including referral services, to support students in such areas as English language support, special needs, academic assistance, career planning, and personal counseling
- The level of school coordination of a system of support services that allows maximum effectiveness, including the processes for intervention and referral
- The relationship of the support services and activities to the classroom instruction
- The level of involvement of teachers with students within and outside the classroom
- The strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment
- The degree to which the co-curricular activities are linked to the schoolwide learner outcomes
- The level of involvement of students in curricular/co-curricular activities such as student leadership organizations and service projects
- Student use of support services
- Student interview and survey data on the effectiveness of all support services
- The relationship of support services and activities to continuing education, career planning and preparation
- The level of teacher support and encouragement to utilize innovative approaches to enhance student learning
- Spiritual master plan
- Calendar of events
- Additional evidence

Indicators with Prompts

C1.1   Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support all students in such areas as health, career planning, personal counseling, and academic assistance.

PROMPT: EVALUATE THE AVAILABILITY AND THE ADEQUACY OF SERVICES, INCLUDING REFERRAL SERVICES, TO SUPPORT STUDENTS IN SUCH AREAS AS HEALTH, CAREER PLANNING, PERSONAL COUNSELING, AND ACADEMIC ASSISTANCE.

C1.2   School Support Systems

Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

PROMPT: EVALUATE THE LEVEL OF SCHOOL COORDINATION OF THE SYSTEM OF SUPPORT SERVICES ALLOWING FOR MAXIMUM EFFECTIVENESS. ARE THE PROCESSES FOR INTERVENTION OR REFERRAL EFFECTIVE?

C1.3   Strategies Used for Student Growth/Development

Indicator: 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.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE TYPES OF STRATEGIES 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.

C1.4   Support Services and Learning

Indicator: The school ensures that the support services and related activities have a direct relationship to learning for all students.

PROMPT: EVALUATE HOW THE SCHOOL LEADERSHIP AND STAFF ENSURE THAT THE SUPPORT SERVICES AND RELATED ACTIVITIES HAVE A DIRECT RELATIONSHIP TO LEARNING FOR ALL STUDENTS. EVALUATE THE PROCESSES THAT ARE USED TO IDENTIFY UNDERPERFORMING OR STRUGGLING STUDENTS AND THE INTERVENTIONS TO ADDRESS THESE IDENTIFIED STUDENT LEARNING NEEDS.

C1.5   Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities for all students to the curricular standards and schoolwide learner outcomes.

PROMPT: EVALUATE THE EXTENT OF THE LINK OF CURRICULAR AND CO-CURRICULAR ACTIVITIES FOR ALL STUDENTS TO THE CURRICULAR STANDARDS AND SCHOOLWIDE LEARNER OUTCOMES.

C1.6   Student Involvement in Curricular/Co-Curricular Activities

Indicator: 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.

PROMPT: COMMENT ON *THE EFFECTIVENESS OF THE SCHOOL'S PROCESS FOR REGULARLY EVALUATING THE LEVEL OF STUDENT INVOLVEMENT IN CURRICULAR/CO-CURRICULAR ACTIVITIES AND STUDENT USE OF SUPPORT SERVICES.*

C1.7   Spiritual Activities

Indicator: The school administration and faculty organize meaningful spiritual activities throughout each school year that provide all students with opportunities for spiritual growth, and that are linked to schoolwide learner outcomes.

PROMPT: *EVALUATE THE CONNECTION OF SPIRITUAL ACTIVITIES PROVIDED FOR ALL STUDENTS TO STUDENT SPIRITUAL GROWTH AND SCHOOLWIDE LEARNER OUTCOMES.*

C1.8   Student Perceptions

Indicator: 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.

PROMPT: *COMMENT ON THE STUDENT VIEW OF STUDENT SUPPORT SERVICES AFTER INTERVIEWING AND DIALOGUING WITH STUDENT REPRESENTATIVES OF THE SCHOOL POPULATION.*

Conclusions

PROMPT: *COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.*

C2.   Parent/Constituency Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and constituency involvement is integral to the school's established support system for students.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The level of parent and constituency involvement in the school's program
- The procedures for keeping parents and constituency members involved
- The degree to which constituency and community resources are utilized to support students such as career days, business partnerships, speakers, and professional services
- The level of understanding regarding student achievement of the schoolwide learner outcomes through the school's program
- Additional evidence

Indicators with Prompts

C2.1   Regular Parent Involvement

Indicator: The school has regular processes for the involvement of parents and church constituency.

PROMPT: EVALUATE THE PROCESSES FOR THE REGULAR INVOLVEMENT OF PARENTS AND THE CHURCH CONSTITUENCY, INCLUDING BEING ACTIVE PARTNERS IN THE TEACHING/LEARNING PROCESS.

C2.2   Use of Community Resources

Indicator: The school uses community resources such as constituent churches, professional services, business partnerships, speakers, etc., to support students.

PROMPT: HOW EFFECTIVE IS THE SCHOOL USE OF COMMUNITY RESOURCES, SUCH AS THE USE OF CONSTITUENT CHURCHES, PROFESSIONAL SERVICES, BUSINESS PARTNERSHIPS, AND SPEAKERS, TO SUPPORT STUDENTS?

C2.3   Parents/Constituency and Student Achievement

Indicator: The school ensures that the parents and school constituency understand student achievement of the schoolwide learner outcomes.

PROMPT: HOW DOES THE SCHOOL ENSURE THAT THE PARENTS AND SCHOOL CONSTITUENCY UNDERSTAND STUDENT ACHIEVEMENT OF THE SCHOOLWIDE LEARNER OUTCOMES.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

C3. Witnessing and Community Service Activities Criterion

The students are engaged in witnessing and community service activities that are a) consistent with the school's philosophy, goals, mission, and schoolwide learner outcomes, b) facilitated by school leadership and faculty, and c) provide for the involvement of all students in witnessing and community service activities.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The approval process and board awareness
- The procedures for keeping parents and constituency members informed and involved
- The degree to which community resources are utilized to support students in community service activities
- Additional evidence

Indicators with Prompts

C3.1   Witnessing/Service Activities are Consistent with School's Philosophy, Goals and Mission

Indicator: Board, administration, and faculty link all witnessing and community service activities to the school's stated philosophy, goals, and schoolwide learner outcomes.

PROMPT: EVALUATE THE EXTENT OF THE AVAILABILITY AND LINK OF WITNESSING AND COMMUNITY SERVICE ACTIVITIES TO THE SCHOOL'S STATED PHILOSOPHY AND GOALS AS WELL AS THE SCHOOLWIDE LEARNER OUTCOMES.

C3.2   Student Involvement with Witnessing/Service Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in witnessing/service activities.

PROMPT: COMMENT ON THE EFFECTIVENESS OF THE SCHOOL PROCESS FOR REGULARLY EVALUATING THE LEVEL OF STUDENT INVOLVEMENT IN WITNESSING/SERVICE ACTIVITIES.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

Summary, Strengths, and Growth Needs of Category C

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Areas of Strength

Category C: Areas of Growth

CATEGORY D

Resource Management and Development

CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

D1.   Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the mission and student achievement of the schoolwide learner outcomes.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The relationship of decisions about resource allocations to the mission and assessment of the schoolwide learner outcomes
- The degree of involvement of leadership and staff in the resource allocation
- The annual budget
- The most recent audit
- Protections against mishandling of institutional funds
- The business and accounting practices
- The adequacy of the facilities to meet the mission of the school (i.e., safe, functional, and well-maintained)
- The procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulatives, laboratory materials, and library/media resources
- The resources available for hiring and nurturing a well-qualified staff
- Advisory committee minutes, if appropriate
- Most recent audited financial statement
- Current school budget
- Additional evidence

Indicators with Prompts

D1.1   Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the mission, assessment of students accomplishing the schoolwide learner outcomes, and the curricular objectives.

PROMPT: EVALUATE THE RELATIONSHIP BETWEEN THE DECISIONS ABOUT RESOURCE ALLOCATIONS, THE MISSION, STUDENT ACHIEVEMENT OF THE SCHOOLWIDE LEARNER OUTCOMES, AND THE CURRICULAR STANDARDS. ADDITIONALLY, COMMENT ON THE EXTENT TO WHICH LEADERSHIP AND STAFF ARE INVOLVED IN THE RESOURCE ALLOCATION DECISIONS. WHAT IMPACT HAS THE PROCESS FOR THE ALLOCATION OF RESOURCES MADE ON STUDENT LEARNING?

D1.2   Practices

Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

PROMPT: EVALUATE THE SCHOOL'S PROCESSES 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.

D1.3   Facilities

Indicator: The school's facilities are safe, functional, well-maintained, and support the school's mission, desired learner goals, and educational program.

PROMPT: EVALUATE THE FACILITIES IN RELATION TO THE HEALTH AND SAFETY NEEDS OF STUDENTS, AND SUPPORTING THE SCHOOL'S MISSION, DESIRED LEARNER GOALS, AND EDUCATIONAL PROGRAM.

D1.4   Instructional Materials

Indicator: There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual equipment, support technology, manipulatives, laboratory materials, and library/media resources.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE PROCEDURES FOR ACQUIRING AND MAINTAINING ADEQUATE INSTRUCTIONAL MATERIALS, SUCH AS TEXTBOOKS, OTHER PRINTED MATERIALS, AUDIO-VISUAL EQUIPMENT, SUPPORT TECHNOLOGY, MANIPULATIVES, AND LABORATORY MATERIALS.

D1.5   Well-Qualified Staff

Indicator: There are resources available for hiring and nurturing a well-qualified staff for all programs.

PROMPT: DETERMINE IF THE RESOURCES AVAILABLE ENABLE THE HIRING, NURTURING, AND ONGOING PROFESSIONAL DEVELOPMENT OF A WELL-QUALIFIED STAFF FOR ALL PROGRAMS.

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

D2.   Resource Planning Criterion

The school board and the school leadership execute responsible resource planning for the future.

Areas to Analyze and Examine

In preparation for responding to the prompts, analyze and examine the following:

- The long-range resource plan
- The procedure for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the mission and learning results
- The marketing strategies used to support the implementation of the development program
- The research and information used to form the long-range resource plan
- The involvement of stakeholders in the future planning
- School board and administration involved in informing the constituents about the financial needs of the school
- Additional evidence

Indicators with Prompts

D2.1   Long-range Resource Plan

Indicator: The school has a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the mission and schoolwide learner outcomes.

PROMPT: EVALUATE THE PROCESS FOR REGULAR EXAMINATION OF THE LONG-RANGE RESOURCE PLAN TO ENSURE THE CONTINUAL AVAILABILITY OF APPROPRIATE RESOURCES THAT SUPPORT THE SCHOOL'S MISSION AND SCHOOLWIDE LEARNER OUTCOMES.

D2.2   Use of Research and Information

Indicator: The school uses research and information to form the long-range resource plan.

PROMPT: TO WHAT EXTENT DOES THE SCHOOL LEADERSHIP AND STAFF USE RESEARCH AND INFORMATION TO FORM THE MASTER RESOURCE PLAN?

D2.3   Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

PROMPT: EVALUATE THE EFFECTIVENESS OF THE INVOLVEMENT OF STAKEHOLDERS IN THE SCHOOL'S FUTURE.

D2.4   Informing

Indicator: The board and school leaders are involved in informing the constituents about the financial needs of the organization.

PROMPT: COMMENT ON THE EVIDENCE THAT THE BOARD AND SCHOOL LEADERS AE INVOLVED IN INFORMING THE CONSTITUENCY ABOUT THE FINANCIAL NEEDS OF THE ORGANIZATION.

D2.5   Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the development program.

PROMPT: HOW EFFECTIVE ARE THE MARKETING STRATEGIES TO SUPPORT THE IMPLEMENTATION OF THE DEVELOPMENT PROGRAM?

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL'S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.

Summary, Strengths, and Growth Needs of Category D

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category D.

Category D: Areas of Strength

Category D: Areas of Growth

FOCUS ON LEARNING

The Visit

The Visit

GUIDELINES, PREPARATION AND STATUS DETERMINATION

Within this section are details pertaining to the onsite visit. There are guidelines and checklists for the Principal/Self-Study Coordinator, and a detailed checklist for the VC chairperson outlining responsibilities prior to the visit, during the visit, and after the visit. This section also outlines Visiting Committee member responsibilities prior to the visit, during the visit, and after the visit as well as pointers to help answer: How do we know students are learning? What is the actual program for students? An outline for developing the final Visiting Committee report and a sample schedule for the onsite visit are also detailed in this section.

PRINCIPAL/SELF-STUDY COORDINATOR VISIT CHECKLIST

___1. The Principal, in consultation with the Pacific Union Conference, makes housing and visit arrangements for the Visiting Committee.

The Principal/Self-Study Coordinator arranges housing and adequate work space for the Visiting Committee. There should be an area for exhibit materials that support the self-study in the work space. Word processing and copy services should be made available to the Visiting Committee.

___2. Schools directly reimburse Visiting Committee members for expenses incurred during the pre-visit and the self-study visit. This includes meals, mileage, and other accreditation visit-related expenses. Lodging should be arranged and directly paid for by the school.

___3. After the self-study report is completed, a final report is to be made to the school board for approval of action plans. Copies are then distributed to the appropriate people/organizations. The Self-Study Coordinator and Visiting Committee Chairperson finalize the schedule for the visit.

> **Self-Check Questions**
>
> ✓ • **Has the school board voted approval of the action plans?**
> • **Have copies of the self-study report been sent to the appropriate recipients?**
>
> The Self-Study Coordinator submits the self-study report after final Leadership Team review. The Self-Study Coordinator arranges for the sending of electronic copies, the printing of an adequate number of copies, and distributes them to the following people/organizations **six weeks before** the visit:
>
> a. The Visiting Committee members (electronic and hardcopies)
> b. One electronic copy of the report (reference and support materials are not required) submitted to the Accrediting Commission for Schools Western Association of Schools and Colleges (WASC) through the Action Card on the My Reviews/Visits page of the Member Portal on the WASC website (https://acswasc.force.com/memberportal/s/login/)
> c. One electronic copy of the report (reference and support materials are not required) submitted by email to Pacific Union Conference Office of Education
> d. Electronic/hardcopies as needed for staff members, members of the school board, and local conference office of education

___4. During the month prior to the visit, the Self-Study Coordinator and the Leadership Team continue discussion of the implementation of the schoolwide action plan.

Staff members and other stakeholders review the schoolwide action plan, their respective subject area/support strategies, and the reports by the Schoolwide Focus Groups; they provide feedback to their committee chairpersons. Using this information, the Leadership Team continues to refine the schoolwide action plan. The Leadership Team will share these ideas with the Visiting Committee.

___5. The Self-Study Coordinator completes preparation for the WASC Visiting Committee visit.

The Self-Study Coordinator verifies all preliminary Visiting Committee visit arrangements: housing, word processing and copy services, school map, school master classroom schedule, parking facilities, name tags, etc. The Self-Study Coordinator ensures the workroom and exhibits, including portfolios, are available.

> ✓ **Self-Check Questions**
> - **Have the Visiting Committee visit arrangements been made?**
> - **Have any needed reimbursement issues been worked out?**

___6. During the three and one-half day visit, the stakeholders discuss specific issues of the self-study with the Visiting Committee.

In this process, the Visiting Committee will have extensive dialogue with the Schoolwide Focus Groups and the Leadership Team. Important to these sessions and the subject area/support group meetings will be the Visiting Committee's examination and understanding of the information and evidence that supported the schoolwide findings. Throughout the visit the Visiting Committee chairperson will regularly communicate with the Principal, the Self-Study Coordinator, and the Leadership Team regarding the visiting team's findings.

___7. The Visiting Committee prepares a report and presents findings. The Self-Study Coordinator distributes copies of the final Visiting Committee report to all stakeholder groups.

> ✓ **Self-Check Questions**
> - **Has the final Visiting Committee report been sent to the appropriate recipients?**

___8. After the visit, the Self-Study Coordinator facilitates the integration of the narrative suggestions and critical areas for follow-up left by the Visiting Committee in the report into the schoolwide action plan. The school submits one electronic copy of the modified plan to the WASC office through the Action Card on the Reviews/Visits page of the School Portal and distributes copies to all stakeholder groups.

Self-Check Questions

✓
- **Has the modified schoolwide action plan been sent to the appropriate recipients?**

  By June 1 (January 31 for fall visits), the school should send:

  a. One electronic copy of the modified action plan to the WASC Office through the Action Card on the Reviews/Visits page of the School Portal of the visit of the School Portal: https://acswasc.force.com/schoolportal/s/login/.
  b. Electronic/hardcopies to all stakeholders groups

VISITING COMMITTEE CHAIRPERSON CHECKLIST

Pre-visit Preparation

___1. Attend WASC chair training and Pacific Union Conference *Focus on Learning* chair training.

___2. Study the school description, the current *Focus on Learning* manual for SDA schools, and the accreditation status worksheet.

___3. Review the five outcomes to be accomplished through the self-study:

   a. The involvement and collaboration of all staff and other stakeholders to support student achievement
   b. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
   c. The analysis of data about students and student achievement
   d. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC criteria
   e. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan

___4. Review the WASC criteria, the criteria guide questions, suggested evidence to examine, appropriate academic standards, and educational references.

___5. Begin regular communication with the Principal and Self-Study Coordinator to answer questions or give assistance.

___6. Arrange a one-day preliminary visit. During the visit, plan to meet with the Principal or head of school, Self-Study Coordinator, Leadership Team, and other staff members (possibly speak briefly to entire staff). Discuss the logistics of the full visit.

___7. Understand the school's culture, vision, mission, and schoolwide learner outcomes and review past reports, action plans, etc. Obtain current schoolwide action plan, prior pertinent reports, view website, etc. (e.g., prior self-study and mid-cycle reports, revisit report, and corresponding Visiting Committee reports.)

___8. Communicate with school about the following issues:

   Note: Begin critiquing draft sections of the self-study (e.g., the profile and the summary, schoolwide learner outcomes, identified critical learner needs, and progress report), one or more Focus Group summaries, and draft of the updated schoolwide action plan. Ensure that the critical learner needs are addressed throughout the analysis of the school's program based on the criteria areas and found in the schoolwide action. Provide timely feedback.

   a. The calendar/timeline for the self-study process:

- Has the timeline been developed so that the self-study will be ready to mail to the Visiting Committee six weeks prior to the visit?
- How has maximum time for Home and Focus Group meetings been allotted? Are the meetings well-spaced out throughout the self-study process?

b. Committee organization and membership:

- How is the Leadership Team taking an active role in facilitating the entire self-study process?
- How is there active involvement of all certificated staff members, including administration, and strong representation of other stakeholder groups?
- Are all certificated staff serving on two groups—a Home Group (for large schools) and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, has the school considered maintaining the Focus Groups after the visit to oversee the action plan sections?

c. Refinement and use of the student/constituency profile data:

- Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
- How has the Leadership Team facilitated the discussion of the profile by all certificated staff members and other stakeholders?
- How are the stakeholders using the profile to guide the inquiry into the school programs, especially the identified critical learner needs and the related important questions noted in the profile summary?

d. Understanding the vision, mission, and schoolwide learner outcomes:

- Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
- To what extent is there commitment to accomplishing the schoolwide learner outcomes from all certificated staff, all students, and other stakeholder groups?
- To what extent has the school developed measurable indicators of the schoolwide learner outcomes and defined their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, the critical learner needs, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?
- Is there understanding of the complementary relationship of schoolwide learner outcomes to academic standards?

e. Progress since previous full self-study:

- Did the school show how all schoolwide critical areas of follow-up identified by Visiting Committees since the last full self-study were integrated into the action plan?

- Did the school address each section of the action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?

f. Analysis of student program, both discipline-specific and support areas:

- How has evidence been gathered and analyzed with respect to curricular references, the schoolwide learner outcomes, and the criteria?

g. Use of WASC/AAA criteria and schoolwide learner outcomes, collection and analysis of evidence, synthesis of findings, and the writing of the focus group summaries:

- Are all certified staff members/or other representative stakeholders using the criteria and schoolwide learner outcomes as the basis for determining "what exists," "how effective is it," and "where do we want to be"?
- Is the information from the student/constituency profile being used to ensure that the comparison to the criteria is being conducted with respect to all students?
- How are all staff members and other school constituency members taking an in-depth look at the program for all students?
- How is this evidence being organized and used in the Schoolwide Focus Group discussions?
- How is additional evidence needed by the respective Schoolwide Focus Groups being gathered and analyzed?
- Has the school report's table of contents, a sample of Schoolwide Focus Group summary, and an action plan section been reviewed?
- Does each Schoolwide Focus Group summary provide the critical findings and evidence that supports the identified growth needs and suggested "next steps"?

h. Development of realistic, specific, and meaningful action plans:

- Are the action plan sections supported by the subject area/support committees?
- Will the action plan sections effectively guide the work of the school and ensure quality learning for students?
- Can the action plan sections be implemented immediately within existing resources?
- Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the schoolwide action plan sections address the learning needs of all students as identified in the student/constituency profile?
- Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
- Are resources dedicated to each growth target?

- Is there an effective process in place to integrate the Visiting Committee suggestions into the schoolwide action plan after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?
- Action plan sections include:
  - A statement of the areas of improvement
  - Brief statement of the rationale for identifying this area
  - Schoolwide learner outcomes addressed
  - Ways of assessing progress
  - Specific steps, including professional development
  - Timeline (month, year)
  - Person(s) responsible and involved
  - Resources
  - Means to report progress to all members of the school constituency

i. Follow-up process (including school board/district understanding and support of accreditation process):
  - Have the administrators, Self-Study Coordinator, Leadership Team and district representatives begun discussion of a sound follow-up process that includes:
    - Ways of monitoring progress
    - Accountability of all stakeholders
    - Individual commitment
    - Benchmarks/celebration of progress

j. Exhibit of representative evidence for the Visiting Committee:
  - How will exhibit materials that reflect the evidence analyzed in the self-study be organized for the Visiting Committee? (i.e., in classrooms and the Visiting Committee workroom, electronically)
  - Will the evidence reflect:
    - A linkage to schoolwide learner outcomes, academic standards, and WASC criteria?
    - A linkage to identified critical learner needs, "identified growth areas," and action plan sections?
    - All students?
  - Will the Visiting Committee be provided a general list of available evidence?
  - What evidence will be available prior to the visit?

k. The visit schedule:
  - How can the schedule maximize time for dialogue with the Schoolwide Focus Groups, the gathering of evidence (i.e., class/program observations, interviews, and examination of student work)?
  - Does the schedule for the visit permit regular dialogue (i.e., daily) with the Leadership Team regarding preliminary findings, thereby building the trust and rapport for ongoing communication and collaboration?

l. Visiting Committee work room and exhibit area at the school site

m. Meeting room at school committee meetings (school to provide LCD projector and other technological equipment as needed)
n. Computer access and compatibility with the system the chair will be using for the draft report
o. Housing and visit arrangements
p. Copies of previous self-study, midterm report, and/or revisit committee reports, current schoolwide action plan, student/constituency profile, current operating statement, audited financial statement, and other pertinent background materials

___9. Receive roster of Visiting Committee members by approximately 60-90 days prior to visit; begin communication (i.e., emails, calls, letters, etc.).

a. Send initial letter, including the school description to the members; WASC will send SDA *Focus on Learning* manual directly to Visiting Committee members.
b. Ask for preferred areas of coverage during the visit.
c. Remind members that they are required to participate in Visiting Committee training.

___10. Maintain contact with school to determine:

a. If school needs further direct assistance
b. Progress on report, including actual critique of a sample Focus Group summary and action plan section
Self-check for self-study committees:
   - Do the summaries address all the important concepts of the criteria found within the category?
   - Is there an indication that appropriate evidence was collected to verify findings?
   - Was the comparison done with respect to evidence of student learning and success?
   - Was the comparison done with respect to the achievement of the schoolwide learner outcomes?
   - Will the action plan section realistically impact quality learning for students?
c. Progress on housing and visit arrangements for Visiting Committee team
d. Appropriate clerical support

___11. Send second letter to Visiting Committee members:

a. Provide writing assignments.
b. Ask the members to review the criteria as the **entire self-study report is analyzed.**
c. Ask for the comparison of the school's self-study findings to the concepts of the criteria, the critical learner needs, and the mission, vision, and schoolwide learner outcomes.
d. *Prior to the visit, require* the completion of the pre-visit preparation worksheets (Suggestion: use the Google Drive template).
e. Use the comments and questions to complete drafts of Chapters I, II, III, and V.

f. *Prior to the visit, require* written tentative narrative statements for assigned sections of Visiting Committee report; ensure all work on the criteria sections include analytical comments about all related indicators; assign two people to write to each criteria category.

Note: The questions and tentative narrative statements should be sent to the Visiting Committee chair prior to the visit. The chair will create a tentative report that will be used at the initial team meeting. Many chairs will use shared documents using Google Drive.

g. Assign members to write preliminary statements for specified accreditation factors prior to the determination of the accreditation status ratings to ensure correlation with the findings in the Visiting Committee report.

h. Provide the schedule for the visit.

___12. Maintain regular contact with the school to double check the following:

a. Progress of the report by actual critique of sample report sections and/or action plan sections
b. Date the school mailed the self-study report
c. Preparation of reference and evidence materials for visit
d. Receipt of list of reference and evidence
e. Availability and knowledge of clerical support

___13. If an "affiliate" campus is being evaluated, work with a WASC-appointed "coordinator" (one of the chairpersons) to schedule meeting(s) with the conference superintendent.

___14. Make final contact with Visiting Committee members:

a. Confirm the receipt of the self-study.
b. Offer assistance with understanding of assigned tasks and pre-writing assignments.
c. Remind members to send questions and tentative writing.
d. Offer additional assistance to special Visiting Committee members.
e. Confirm the initial meeting time.
f. Remind members to take cash/credit card for any expenses that will be reimbursed.

___15. Prepare the first draft of the Visiting Committee report correlated to the self-study report chapters. Ahead of time begin writing the following: Chapter I, summary of key information from the student/constituency profile; Chapter II, response to the school's progress report; Chapter III, brief comments on the self-study outcomes and Chapter V, ongoing school improvement based on the action plan; include all thoughts from the Visiting Committee members for these sections and their drafts for Chapter IV, the school program based on the WASC/AAA criteria and indicators; have the tentative report ready for the initial orientation Visiting Committee meeting (i.e., Sunday or Monday afternoon).

Note: Using Google Drive will facilitate all members being aware of the draft Visiting Committee report.

___16. Plan orientation meeting for Visiting Committee members prior to initial meeting at school. The meeting should cover:

     a. Purpose of visit

     b. Conducting the visit in an atmosphere of collaborative and open communication

     c. Emphasis upon criteria and schoolwide learner outcomes as the basis for the self-study and the visit

     d. Discussion of school direction(s) and where school is with respect to the development and refinement of the schoolwide learner outcomes

     e. Discussion of self-study report: trends/perceptions, (questions, concerns and tentative written comments); relationship to concepts of criteria and schoolwide learner outcomes; alignment of schoolwide action plan to findings

     f. Discussion of ways to gather evidence

     g. Review of initial meeting with school and overall schedule

     h. Review of accreditation status determination and summary for the commission

     i. Remind members to keep expenses to a minimum

The Visit: How Do We Know Students Are Learning?
What Is The Actual Program For Students?

___1. Conduct orientation meeting for Visiting Committee members.

___2. Conduct initial meeting with school that includes a reflective discussion on the general perceptions gleaned from study of the school report (planned jointly with chief administrator/Self-Study Coordinator prior to visit) on first day of visit (i.e., Sunday).

___3. Facilitate the visit:

   a. Maintain a positive atmosphere.
   b. Keep to the task.
   c. Maintain open communication and collaboration at all times.
   d. Ensure that all Visiting Committee members are active participants in the school committee meetings.
   e. Ensure that the gathering of evidence (class/program observations, interviews, examination of student work and other data, subject area/support group meetings) is occurring throughout the school.
   f. Ensure that no area is overlooked.
   g. Assist committee members.
   h. Avoid issues related to school policies or negotiations.
   i. Stress with Visiting Committee to avoid prescription and "how we do it at our school" discussion.
   j. Lead all Visiting Committee discussions on the findings, relating them to the WASC/AAA criteria in the four categories.
   k. Coordinate the preparation of the Visiting Committee report.

___4. Facilitate the thorough discussion and synthesis of the key concepts of the criteria in the four categories, the school report, and the Visiting Committee findings at all Visiting Committee meetings during the 3½ days.

___5. Regularly communicate with the school leaders, including the Leadership Team, about Visiting Committee findings.

___6. At the final meeting with the Leadership Team, facilitate a thorough dialogue about the schoolwide action plan based upon the school and Visiting Committee findings in relation to the schoolwide learner outcomes, academic standards, and the WASC criteria.

   a. Ensure the Leadership Team has an opportunity to ask questions and clarify areas of the report.
   b. Ensure that the critical areas for follow-up include a "who," "what," and "why" in terms of impact on student learning. Distinguish the different types of critical areas for follow-up with an introductory stem (e.g., the Visiting Committee concurs with the areas already identified by the school).
   c. Point out that after the visit the Leadership Team needs to integrate the Visiting Committee's key issues and critical areas for follow-up into the schoolwide action plan.

d. Work with Visiting Committee members to discuss and investigate any issues or questions raised in the dialogue with the Leadership Team.

___7. Facilitate necessary Visiting Committee report modifications as the Visiting Committee report is finalized.

___8. Have Visiting Committee members individually review each WASC criterion within the four categories. Have them individually make decisions regarding the quality of the school's educational program with respect to the four categories of criteria and the other factors impacting the status.

___9. Facilitate the Visiting Committee discussion of the accreditation status worksheet ratings and come to consensus regarding the ratings. Have the members complete the "Documentation and Justification Statement" that includes the ratings and aligned comments that reflect the Visiting Committee report.

___10. Coordinate the completion of the status recommendation accreditation page and the confidential Visiting Committee summary for the commission. Ensure:

- Alignment between the Visiting Committee report and the recommended status
- Member signatures on the status recommendation sheet
- Brief description of the discussion and status options considered by the Visiting Committee
- A clearly stated rationale based upon factors impacting the status of accreditation

___11. Edit final Visiting Committee report with the assistance of the Visiting Committee members. Ensure all key topics of chapters are addressed.

___12. Facilitate the presentation of the Visiting Committee findings to the entire staff at the close of the visit. Do not imply the recommended status of accreditation. The status recommendation is to be kept confidential.

___13. Continually stress the importance of immediate follow-up to integrate the Visiting Committee narrative suggestions and recommendations into the schoolwide action plan for yearly implementation and assessment.

___14. Have Visiting Committee members complete expense vouchers and give them an opportunity to complete the optional chairperson evaluation form. Review expense forms and submit the member expense vouchers to the school for reimbursement.

After the Visit

___1. Finalize the WASC forms: the recommended status of accreditation and the Visiting Committee summary for the commission. In addition, complete final editing on the Visiting Committee report. Ensure school has final copy of the Visiting Committee report.

___2. Submit copies of the: (1) Accreditation Status Recommendation, (2) Documentation and Justification Statement, and (3) Visiting Committee Report electronically to the WASC office via the Action Cards on the My Reviews/Visits page of the School Portal.

___3. Keep copies of ALL WASC forms and Visiting Committee report.

___4. Follow-up on any outstanding reimbursement payment yet to be received. Contact the WASC Business Office if payment has not been received from the school/district with in four weeks after the visit.

___5. Complete the WASC member evaluations via the Action Card.

___6. Send appropriate letters of appreciation.

___7. Communicate to Visiting Committee members the decision of the commission on the final accreditation status awarded to the school. This decision is reached at the January, April or June WASC Commission meeting. (A copy of the official letter will be sent to the chair.)

VISITING COMMITTEE MEMBER CHECKLIST

Pre-visit Preparation

___1. Receive the first letter from Visiting Committee chairperson that addresses:

    a. Requests for preferred areas of coverage during the visit
    b. Training session schedule reminder
    c. The review of accreditation materials

___2. Attend WASC and Pacific Union Conference *Focus on Learning* member training.

___3. Study the school description and the current *Focus on Learning* manual for SDA schools.

___4. Become aware of the five outcomes of the self-study followed by the school:

    1. The involvement and collaboration of all staff and other stakeholders to support student achievement
    2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
    3. The analysis of data about students and student achievement
    4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and WASC/AAA criteria
    5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan

___5. Review the WASC/AAA criteria, the criteria guide questions, suggested evidence, appropriate academic standards, and educational references.

___6. Receive additional instructions from chairperson, including:

    a. Writing assignments
    b. Review of the criteria as the self-study report is analyzed
    c. Members will be asked to provide questions and comments for all sections of the report on the pre-visit preparation worksheet. Members will also be asked to write tentative narrative statements for assigned sections of the school report. The chair should receive these prior to the initial team meeting in order to compile a tentative Visiting Committee report. (Many chairs will be using Google Drive for the pre-visit preparation worksheets and the draft Visiting Committee report.)
    d. Visit schedule

___7. After receiving the school report, complete pre-visit preparation:

    a. Review the criteria with respect to the analysis of the school report; study other pertinent materials (e.g., academic standards).

b. Compare the school's findings to the concepts of the criteria, the critical learner needs, and the schoolwide learner outcomes; critique the schoolwide action plan. To what extent:

- Do the school's findings and supporting evidence provide a sound basis for determining the effectiveness of the school programs based on the criteria concepts?
- Was the analysis of the school program done in relation to the critical learner needs, the schoolwide learner outcomes, the academic standards, and the concepts of the criteria?
- Does the schoolwide action plan address the major identified growth areas and enhance the learning of all students as identified in the student/constituency profile?
- Are the critical learner needs and the schoolwide learner outcomes being addressed through the action plan?
- Is the implementation of a standards-based system being addressed through the action plan?
- Has the school integrated other initiatives to create one "umbrella" schoolwide action plan?
- Is the action plan feasible and realistic? Are resources considered for each action plan section?
- Does the way of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan, schoolwide and system wide?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?

c. Write tentative narrative statements in response to the criteria including the relationship of the concepts of the criteria/indicators to the schoolwide learner outcomes and critical learner needs. Include questions regarding issues, concerns, clarifications and evidence that should be pursued.

___8. Ensure that the chair has received in a timely manner all pre-visit preparation questions and comments for the entire self-study report and the tentative narrative statements for the assigned sections of the report.

___9. Receive final communication from chairperson that:
   a. Confirms receipt of school self-study
   b. Offers assistance and clarification of tasks
   c. Confirms initial meeting time and visit logistics
   d. Reviews how reimbursable expenses are to be handled

___10. Bring the following materials to the visit:

   a. *Focus on Learning* manual
   b. Self-study report

   c. All notes
   d. Credit card or cash to cover reimbursable expenses

___11. Arrive on time for initial meeting and have no other commitments during the time of the visit.

The Visit: How Do We Know Students Are Learning? What Is The Actual Program For Students?

___1. Demonstrate an interest in the school's welfare and express a desire to be helpful. Establish a rapport with the staff.

___2. Utilize the concepts of the WASC/AAA criteria as a comparison base throughout entire visit.

___3. Look at the quality of the program experienced by students and evidence of successful student learning—the degree to which the schoolwide learner outcomes and academic standards are being accomplished.

___4. Look for evidence of an ongoing process for school improvement.

___5. Let the program unfold—don't prejudge. Validate, verify, and document. Be aware of personal biases that can influence observation.

___6. The gathering of evidence (class/program, observations, interviews, examination of student work and other information, dialogue with Home Groups) should be scheduled so the appropriate information is obtained.

___7. Assure teachers that classroom visits are not evaluative, but are planned to observe the general instruction atmosphere and climate of the school.

___8. Frame open-ended questions to all school committee members and individuals to elicit information without reflecting a value judgment.

___9. Allow adequate time for responses and give appropriate feedback in responses to questions.

___10. Concentrate on being a good listener. Be aware of nonverbal feedback.

___11. Meet and lead discussions with school committees that are pertinent to your assigned areas of writing responsibility.

   Note: Time is limited, so don't overemphasize particular concerns. The goal is to clarify information already in the school report and secure information not yet provided.

____12. Don't allow pressure groups or individuals to distract you from the main task and schedule.

____13. Make every effort to avoid involvement in school issues that are not pertinent to the self-study and visit.

____14. Work cooperatively with all other Visiting Committee members as findings are discussed and decisions made.

____15. Write quality analytical responses according to the suggested guidelines. Make sure they reflect the important concepts of the criteria and indicators and are supported by evidence.

____16. Give feedback to all staff, noting the regular meetings with the Leadership Team.

____17. Meet daily with the Leadership Team to present and thoroughly discuss the synthesis of the concepts of the criteria, the self-study report, and the findings during the visit, as reflected in the draft Visiting Committee report. Continually discuss the school's next steps as outlined in the proposed schoolwide action plan.

____18. Meet with other Visiting Committee members to investigate any issues or questions raised during the Leadership Team meeting.

____19. Make necessary Visiting Committee report modifications and finalize the report.

____20. Individually review each WASC accreditation status factor. Individually make decisions regarding the quality of the school's educational program with respect to the WASC/AAA criteria and the other factors impacting the accreditation status.

____21. Participate in the Visiting Committee discussion of the recommendation for a status of accreditation with respect to the WASC/AAA criteria categories and all findings.

____22. Assist the chair in preparing the confidential Visiting Committee summary for the commission ensuring that the correlation is evident between the recommended status and the Visiting Committee report.

____23. Complete the expense voucher and submit to the chair for submission to the school for reimbursement. (Keep a copy of all forms and receipts.)

____24. Complete and submit the chair evaluation form.

____25. Participate in the presentation of the findings to the entire staff. The recommended accreditation status is confidential; do not imply the recommended accreditation status.

____26. Support and encourage the school in its ongoing school improvement process.

SAMPLE SCHEDULE FOR VISIT

The following sample schedule is provided for full self-study visits. This sample schedule should be adjusted by the school and the Visiting Committee chair to fit the local situation. In this process, it is very important to allow enough time for extensive dialogue with the Schoolwide Focus Groups and the Leadership Team; these discussions will include the examination of evidence used to determine growth needs by the stakeholders. The focus of the subject area and support staff meetings will be to understand their information and evidence that led support to the schoolwide findings. The Visiting Committee chairperson should be in regular communication with the chief administrator and Self-Study Coordinator to discuss the progress of the visit.

Day before Visit (Usually Sunday)

(12:00 NOON)	(Visiting Committee may meet for Sunday brunch)
1:00 pm	Meeting of Visiting Committee members to begin group discussion on perceptions of self-study—planning of questions and group processes for forthcoming Sunday meetings
3:00 pm	Meeting with the chief administrator, Self-Study Coordinator, and Leadership Team to clarify issues in the self-study and explain the visit; the Visiting Committee and school leaders participate in a reflective discussion of the self-study
4:30 – 5:00 pm	School leaders conduct a brief school tour for Visiting Committee
5:00 – 6:00 pm	Brief meeting with the governing authority, school and/or constituency representatives
6:00 – 7:00 pm	Meeting with parent/constituency committee
7:30 pm	Dinner and meeting of Visiting Committee to debrief, receive instructions from the chair, organize the work of the committee, and examine supplementary materials

First Day (Monday)

7:15 – 8:00 am	Meeting with Leadership Team (Total Visiting Committee Team)
8:00 – 8:30 am	Meeting with Principal and Visiting Committee chair (possibly other Visiting Committee members)
8:30 – 11:00 am	Gathering of Evidence: class/program observations, interviews, examination of student work
11:00 – 11:45 am	Meeting with student committee (Visiting Committee reps)
11:45 – 12:00 pm	Brief meeting of Visiting Committee
12:00 – 1:00 pm	Lunch in school cafeteria; informally talk with students and staff
1:00 – 2:30 pm	Gathering of Evidence: class visits, etc.
2:30 – 4:30 pm	Meeting with Focus Groups for 1 ½ to 2 hours (at least two Visiting Committee per Focus Group meeting) [Suggestion: possibly meet with Curriculum, Instruction, and Assessment Focus Group and another area]
4:30 – 7:00 pm	Visiting Committee debrief/discussion and writing individually or in pairs
7:00 – 8:00 pm	Dinner/discussion of findings (Visiting Committee alone—may order food and keep working at school)
8:00 pm	Discussion of findings continued and individual/paired work on written summaries

Second Day (Tuesday)

7:15 – 8:00 am	Meeting with Leadership Team (Total Visiting Committee Team)
8:00 – 8:30 am	Meeting with Principal and Visiting Committee chair (possibly other Visiting Committee members)
8:30 – 11:45 am	Meetings with subject area staff, counselors, support staff, classified staff, and administration (Suggestions: 45 minute meetings with Visiting Committee reps; subject areas may be clustered)
	Gathering of Evidence: class/program observations, interviews examination of student work
11:45 – 12:00 pm	Brief meeting of Visiting Committee
12:00 – 1:00 pm	Lunch in school cafeteria; informal contact with students and staff
1:00 – 2:30 pm	Meeting with the Ad Hoc student group (Visiting Committee reps for 45 minutes)
	Gathering of Evidence: class/program observations, interviews examination of student work
2:30 – 4:30 pm	Meeting with Focus Groups for 1 ½ to 2 hours (at least two Visiting Committee per Focus Group meeting)
4:30 – 7:00 pm	Visiting Committee debrief/discussion and writing individually or in pairs; identification of schoolwide strengths and critical areas for follow-up
7:30 pm	Dinner (Visiting Committee alone) and work on draft report

Third Day (Wednesday)

	(Check out of hotel)
7:15 – 8:00 am	Meeting with Leadership Team (Total Visiting Committee Team)
8:00 – 8:30 am	Meeting with Principal and Visiting Committee chair
8:30 – 11:00 am	Completion of draft report, contacting school staff as needed
11:00 – 1:00 pm	Meeting with the Leadership Team and other invited by the school to **discuss/clarify findings** of visit and the Visiting Committee Report—**All Leadership Team members have copy of draft Visiting Committee**
1:00 – 3:00 pm	Closure on issues raised in the earlier session discussing the draft Visiting Committee Report; The Visiting Committee may revise the report as a result of this meeting; Visiting Committee members complete the final draft of the Visiting Committee Report
	Completion of the Recommendation for a Status of Accreditation and the "Documentation/Justification Statement"
	Finalization of expense forms, evaluations, PowerPoint exit presentation for closing session
3:00 – 3:30 pm	**Oral Report** to staff/stakeholders using PowerPoint presentation; the chief administrator is encouraged to invite representatives of students, classified staff, and constituency to attend
3:30 – 4:00 pm	**Final draft of report left with Principal**; departure of Visiting Committee

VISITING COMMITTEE REPORT FORMAT

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

Chapter I: Progress Report (2 pages)

    A. Comment on the school's major changes and follow-up process since the last self-study.

    B. Discuss how the school through its action plan has incorporated each of the critical areas for follow-up, including the impact on student learning.

Chapter II: Student/Constituency Profile

    A. Briefly summarize the most critical information from the student/constituency profile that impacts the school. Include the following:

        1. Brief description of the students and community served by the school

        2. School analysis of student achievement data

        3. Other pertinent data (e.g., size of English learner population, teacher credentialing, class size, programs for students)

        4. Appropriateness of identified critical learner needs and their linage to schoolwide learner outcomes

    Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

    B. Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Chapter III: Quality of the School's Program

    Part A: Based on the self-study and Visiting Committee findings for each category: (A) *Organization for Student Learning*, (B) *Curriculum, Instruction, and Assessment* (C) *Support for Student Personal, Academic, and Spiritual Growth* and (D) *Resource Management and Development*; Summarize an analysis of what currently exists and its impact on student learning (suggested length: 10–20 pages).

    A. Highlight areas of strength (if any).

    B. Highlight the key issues (if any) that need to be addressed to ensure quality education for all students.

    C. List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

> **Note:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed.

Part B: Synthesize the strengths and key issues from all categories into schoolwide strengths and schoolwide critical areas for follow-up. Include the information given below (suggested length: 2 pages).

A. General comments about the emerging schoolwide strengths and critical areas for follow-up

B. Schoolwide areas of strength (list numerically); be sure that these can be documented by other sections of the report

C. Schoolwide critical areas for follow-up (list numerically); be sure that these can be documented by other sections of the report:
   1. Support those areas already identified by the school in the action plan sections.
   2. Strengthen those identified areas in the action plan sections.
   3. Address additional areas identified by the Visiting Committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

A. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report*

B. Synthesize school wide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report*

   1. Confirm areas already identified by the school in the action plan sections
   2. Confirm areas to be strengthened within the already identified areas
   3. Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Chapter V: Ongoing School Improvement (suggested length: 2 pages)

    A. Include a brief summary of the schoolwide action plan

    B. Comment on the following school improvement issues:

        1. Adequacy of the schoolwide action plan in addressing the critical areas for follow-up:

            a. Do the action plan sections address the critical areas for follow-up?

            b. Will the action plan steps enhance student learning?

            c. Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives? (e.g., technology plan, staff development plan)

            d. Is the action plan feasible within existing resources?

            e. Is there sufficient commitment to the action plan, schoolwide and system wide?

        2. Existing factors that will support school improvement

        3. Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections

        4. Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan

ACCREDITATION STATUS DETERMINATION

Since this is a dual accreditation protocol, the Visiting Committee will recommend a status of accreditation which will be acted upon by the WASC Accrediting Commission and a term of accreditation which will be acted upon by AAA Commission. Accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement.

Current WASC status options are: six-year accreditation status with a required mid-cycle progress report; six-year accreditation status with a mid-cycle progress report and one- or two-day visit; one- or two-year probationary accreditation with an in-depth progress report and two-day visit; or accreditation status withheld. The Commission reserves the right to grant additional conditions of accreditation other than those above. Such action will follow a Commission review of the Visiting Committee report.

Current AAA terms are: six-year clear; six-year term with interim review; three-year term with revisit; two-year term with revisit; one-year probation; or accreditation denied.

An accreditation status will be based upon a school demonstrating the following:

1. Involvement and collaboration of stakeholders in the self-study that accomplishes the five outcomes of the self-study

2. The defining of the school's mission through schoolwide learner outcomes and academic standards

3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data

4. The acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations

5. An *Organization for Student Learning* that supports high achievement for all students

6. *Curriculum, Instruction, and Assessment* that supports high achievement for all students

7. *Support for Student Personal, Academic, and Spiritual Growth* that supports high achievement for all students

8. *Resource Management and Development* that supports high achievement for all students

9. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students

10. The capacity to monitor and implement the schoolwide action plan

11. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement

ACCREDITATION STATUS CRITERIA

The chair will lead the visiting committee in determining an accreditation status that will be recommended to the North American Division Commission on Accreditation. This includes building a consensus on the status to be recommended based on the school's identified strengths and areas for growth in comparison to the Standards for Accreditation. The following process will assist the committee in reaching a recommendation:

1. Review the Standards for Accreditation and available Accreditation Recommendation options (see below).
2. Reach consensus on the recommended status of accreditation.
3. Record the recommended status on the Accreditation Recommendation form provided.
4. Develop a Justification Statement incorporating the school's notable strengths and areas for growth that informed the decision on the recommended stat

Accreditation Status Options

Adventist Accrediting Association's (AAA) accreditation process is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview. One of the following options is to be recommended:

A) <u>Six Year Status</u> There is evidence that the school has high-quality Continuous School Improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plans. An annual progress report on the recommendations and the schoolwide improvement action plans will be submitted.

B) <u>Six-Year Status with a Mid-cycle Visit</u> There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

Special Circumstances:

1. The visiting committee has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.
2. In special cases, Mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

C) <u>Probation</u> A school may be placed on probation for one or two years. See the options below:

One Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas requiring immediate attention and support. A visit at the end of the year of probation shall result in the continuation of the accreditation cycle, one-year extension of probation or denial of accreditation.

Two Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas with the recognition that improvement may take up to two years. There will be a Revisit at the end of the second year of probation. This visit shall result in the continuation of the accreditation cycle or denial of accreditation.

D) <u>Accreditation Denied</u> Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When there is a joint visit with a regional accrediting association, every effort will be made to ensure accreditation status alignment. In no case shall the status exceed six years.   NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

ACCREDITATION RECOMMENDATION

School Name: _____   Date of Visit: _____

Name of Conference: _____   Union: _____

The Accreditation Visiting Committee's recommendation to the Commission on Accreditation is:

☐ **Six-Year Status**

There is evidence that the school has high-quality Continuous School Improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plans. An annual progress report on the recommendations and the continuous school improvement plans will be submitted.

☐ **Six-Year Status with a Mid-cycle Visit**

There is evidence that the school needs additional support in strengthening student learning and implementation of continuous school improvement plans. An annual progress report on the recommendations and the continuous school improvement plans will be submitted AND an on-campus visit in three years.

Special Circumstances:

☐ The visiting committee has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.

☐ In special cases, Mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

☐ **Probation**

A school may be placed on probation for one or two years. See the options below:

☐ **One Year** There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical area(s) requiring immediate attention and support. A visit at the end of the year of probation shall result in either a continuation of the accreditation cycle or denial of accreditation.

☐ **Two Year** There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical area(s) with the recognition that improvement may take up to two years. There will be a visit at the end of the second year of probation. This visit shall result in a continuation of the accreditation cycle or denial of accreditation.

☐ **Accreditation Denied (AD)**—Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When the evaluation there is a joint visit with a regional accrediting association, every effort will be made to ensure coterminous accreditation status alignment. In no case shall the term status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

Visiting Team Members:

_____   _____
Print   Sign   Print   Sign

_____   _____
Print   Sign   Print   Sign

_____   _____
Print   Sign   Chairperson   Sign   Date

C O N F I D E N T I A L

Accreditation Status Recommendation

BARRY R. GROVES, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
VICE PRESIDENT

Name of School Visited:
Address of School:

Name of District:
Manual Used in Self-Study:
Visit:
Date of Visit:
Accredited Grade Span: Enrollment:

ACS WASC accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement.

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

☐ **Six-Year Accreditation Status with a Mid-cycle Progress Report:** There is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan, which includes the identified critical areas for follow-up.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

☐ **Six-Year Accreditation Status with a Mid-cycle Progress Report and** (choose one option below):

☐ **One-Day Visit:** There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a one-day visit is recommended. **On-site Visit recommended**.

☐ **Two-Day Visit:** There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a two-day visit is recommended. **On-site Visit recommended**.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

☐ **Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit** (choose one option below)**:**

☐ **One-Year:** There is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas requiring immediate attention and support. **On-site Visit recommended.**

☐ **Two-Year:** There is compelling evidence that the school deviates significantly from the ACS WASC criteria in one or more critical areas that need to be addressed within two years. **On-site Visit recommended**.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

☐ **Accreditation Status Withheld:** There is compelling evidence that the school does not meet one or more of the ACS WASC criteria and deviates significantly in critical areas that impact student learning and well-being, the school's program, and supporting operations.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

Note: The Commission reserves the right to grant accreditation status other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school's chief administrator.

VISITING COMMITTEE MEMBERS

_____   _____

_____   _____

_____   _____

Provide signature and name   Date   Committee Chairperson   Signature   Date

SAMPLE DOCUMENTATION AND JUSTIFICATION STATEMENT
FOR THE ACS WASC SDA PROCESS
[ACS WASC FOL 2016 FOR SEVENTH-DAY ADVENTIST SCHOOLS]

For proper processing, please complete the following information:

Chair Name   Name and City of School Visited

Chair's Work Phone   Chair's Home Phone   Chair Cell Phone (if applicable)

Email address   Dates of Visit

Complete the Narrative Rationale for each factor. Check the box to the left of the rating that best fits the results of the self-study and the visit that was selected through Visiting Committee dialogue and consensus. [To check a box, double click on the box and select the "Checked" box value.]

➢ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.

➢ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.

➢ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.

➢ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

An accreditation status will be based upon a school demonstrating the following:

1. **Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.**

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

Narrative Rationale:

2. **Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations.**

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

   Narrative Rationale:

3. **Organization: School Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes and academic standards. (A1)**

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

   Narrative Rationale:

4. **Organization: Governance that supports high achievement for all students. (A2)**

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

   Narrative Rationale:

5. **Organization: School Leadership and Staff that support high achievement for all students. (A3 & A4)**

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

   Narrative Rationale:

6.   **Organization: School Environment that supports high achievement for all students. (A5)**

Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
Narrative Rationale:

7.   **Organization: Reporting Student Progress that supports high achievement for all students. (A6)**

Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
Narrative Rationale:

8.   **Organization: School Improvement Process that supports high achievement for all students. (A7)**

Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
Narrative Rationale:

9.   **Curriculum, Instruction, and Assessment: What Students Learn that supports high achievement for all students. (B1)**

Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
Narrative Rationale:

10. **Curriculum, Instruction, and Assessment: How Students Learn that supports high achievement for all students. (B2)**

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

    Narrative Rationale:

11. **Curriculum, Instruction, and Assessment: How Assessment is Used that supports high achievement for all students. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data. (B3)**

    Visiting Committee Rating: ☐ Highly Effective ☑ Effective ☐ Somewhat Effective ☐ Ineffective

    Narrative Rationale:

12. **Support for Student Personal and Academic Growth: Student Connectedness and Parent/Community Involvement that support high achievement for all students. (C1 & C2)**

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

    Narrative Rationale:

13. **Support for Student Spiritual Growth: Witnessing and Community Service Activities that support high achievement for all students. (C3)**

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

    Narrative Rationale:

14. **Resource Management and Development: Resources and Resource Planning that support high achievement for all students. (D1 & D2)**

   Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
   Narrative Rationale:

15. **The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.**

   Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
   Narrative Rationale:

16. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

   Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
   Narrative Rationale:

17. **The capacity to implement and monitor the schoolwide action plan.**

   Visiting Committee Rating: ☐ Highly Effective   ☐ Effective   ☐ Somewhat Effective   ☐ Ineffective
   Narrative Rationale:

Provide a brief narrative, which summarizes the Visiting Committee's rationale for the recommended status: (*If there is an unresolved minority opinion please indicate and explain.***)**

- **Status options seriously considered**
- **List the reasons for the status recommended and provide compelling evidence that supports the Visiting Committee recommendation**

In the comments reflect upon the following:

- The Visiting Committee's discussion for each status option considered
- The degree to which students are learning
- Important identified strengths and growth areas
- The capacity of the school to implement and monitor the action plan

Status Options Considered

Accreditation Status Recommendation Rationale (Provide compelling evidence):

1.
2.
3.
4.
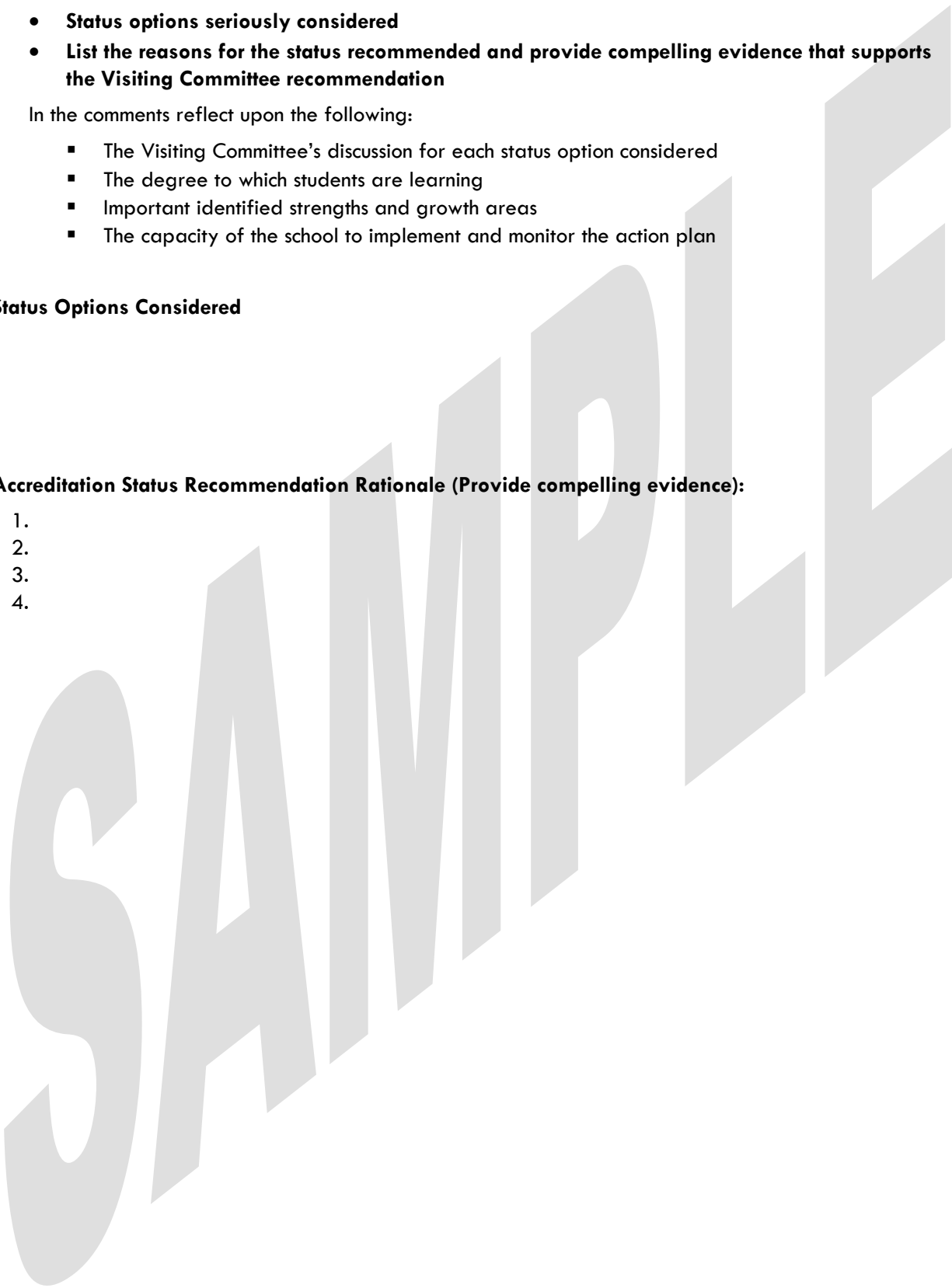
WASC ACCREDITATION STATUS TIMELINE

LEGEND: Accredited: ⟶   Probationary Accreditation: ⟶   Accreditation Withheld: ⟶

* A special visit and/or report may be required at any time in the accreditation cycle.
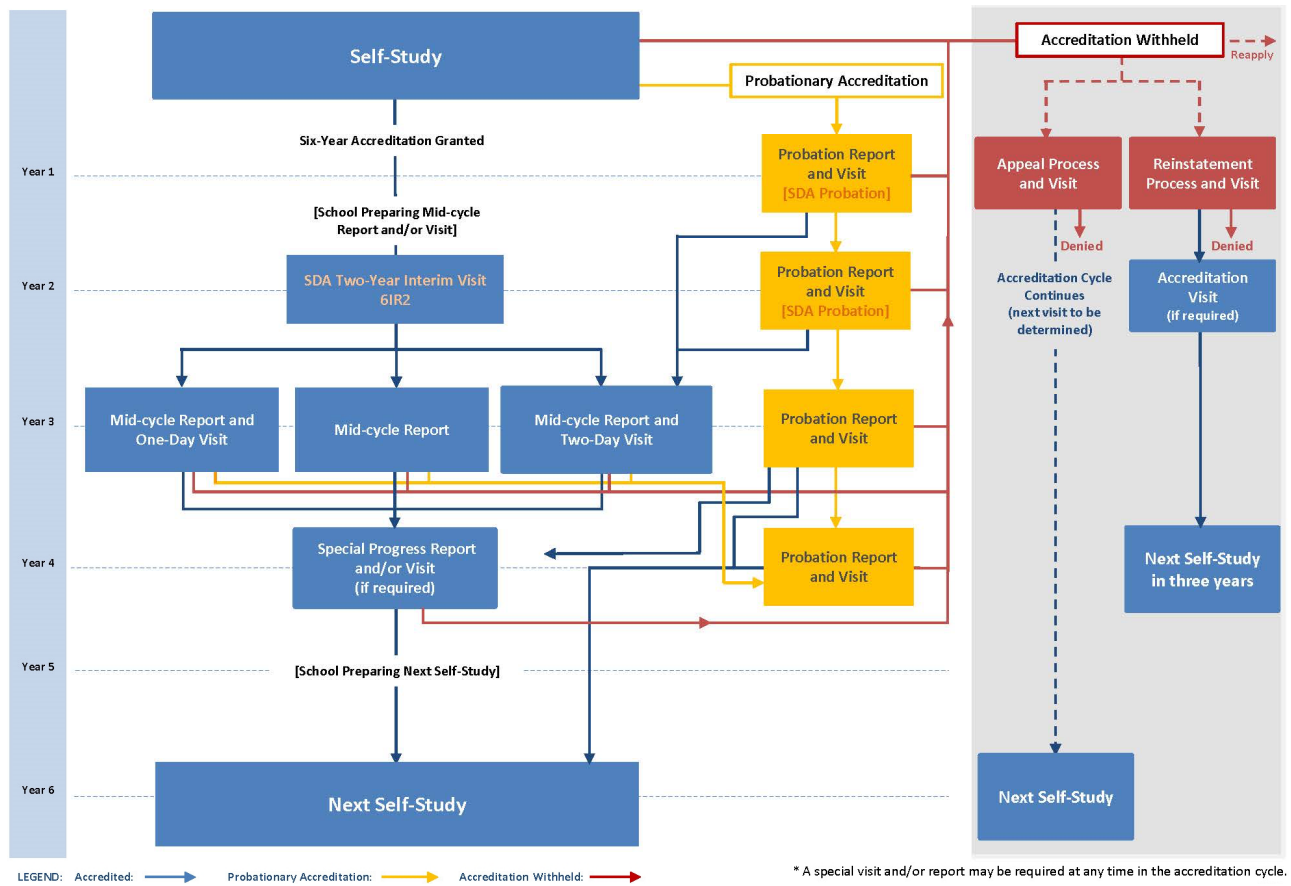
SCHOOL COORDINATOR FOLLOW-UP CHECKLIST

___1. After the visit, the Self-Study Coordinator and Principal meet immediately with the Leadership Team to review the Visiting Committee Report and begin the follow-up process.

The Leadership Team coordinates the refining and implementation of the action steps for each section of the schoolwide action plan. The narrative suggestions and critical areas for follow-up left by the Visiting Committee should be integrated into the schoolwide action plan. A copy of the modified schoolwide action plan must be sent to the following offices:

- **Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC) – Submitted electronically through the Action Card on the Reviews/Visits page of the WASC School Portal**

- **Pacific Union Conference Office of Education – Submitted electronically by email**

Some schools may continue to use the Schoolwide Focus Groups as "change agent" committees in the follow-up process. The Leadership Team involves the total staff in annual assessment of progress, including data analysis about student learning in relation to expected schoolwide learning results and curricular objectives; this may result in modifications of the action plan. If the school annually reviews its plan and progress, the reports generated will comprise the major portion of the next self-study. Most schools will conduct one more annual review in relation to their expected schoolwide learning results, curricular objectives, and WASC/AAA criteria and refine their action plan areas for the next three to five years.

✓ **Self-Check Questions**
- **Has the modified schoolwide action plan been submitted?**

FOCUS ON LEARNING
Online Programs

Online Programs
INACOL STANDARDS FOR ONLINE TEACHING

Schools that have online components should incorporate responses to the International Association for K-12 Online Learning (iNACOL) National Standards for quality online teaching.

A1.   School Purpose Criterion

iNACOL Standard A: Mission Statement

Indicator: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement.

A2.   Governance Criterion

iNACOL Standard B: Governance

Indicator: Governance is typically provided by a Board of Directors, an Advisory Board or a School Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff.

A3.   School Leadership Criterion

iNACOL Standard C: Leadership

Indicator: The leadership of a quality online program is accountable to the program's governance body and is responsible for setting and meeting the operational and strategic goals in supports in support of the program's mission and vision statements.

iNACOL Standard D: Planning

Indicator: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance.

iNACOL Standard F: Commitment

Indicator: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it.

iNACOL Standard I: Integrity and Accountability

Indicator: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes.

A4.   Staff Criterion

iNACOL Standard E: Organizational Staffing

Indicator: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management.

B1.   What Students Learn Criterion

iNACOL Standard J: Curriculum and Course Design

Indicator: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.

B2.   How Students Learn Criterion

iNACOL Standard H: Equity and Access

Indicator: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs.

iNACOL Standard K: Instruction

Indicator: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.

B3.   How Assessment is Used Criterion

iNACOL Standard L: Assessment of Student Performance

Indicator: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.

iNACOL Standard R: Program Evaluation

Indicator: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.

C1.   Student Connectedness Criterion

iNACOL Standard N: Students

Indicator: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

iNACOL Standard O: Guidance Services

Indicator: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school.

iNACOL Standard P: Organizational Support

Indicator: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses.

C2.   Parent/Constituency Involvement Criterion

iNACOL Standard Q: Parents/Guardians

Indicator: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

D1.   Resources Criterion

iNACOL Standard G: Financial and Material Resources

Indicator: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices.

FOCUS ON LEARNING

Glossary of Terms

Glossary of Terms

UNDERSTANDING THE FOCUS ON LEARNING TERMINOLOGY

To ensure common understanding of the terms, which are used in the criteria and the *Focus on Learning* process, the following definitions are provided and will be operational for *Focus on Learning*.

Accreditation: A process of ongoing school improvement that examines all aspects of the school program and operations in relation to the impact on high quality student learning. A school conducts self-study that serves as the basis for a review by a Visiting Committee of professional educators who assist the school in assessing the effectiveness of the program and operations and its impact on student learning. The school is assessed on the degree to which the school is meeting the WASC Criteria and AAA standards, as well as related accreditation factors that emphasize the key self-study outcomes and important aspects of the ongoing school improvement process.

Accreditation Status: A status granted by the WASC Commission within the WASC Accreditation Cycle of Quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. The status is based on the evidence contained in the school's report and reviewed during the school visit that indicates the following: the degree to which achievement by all students is occurring; the capacity of the school to implement, monitor, and accomplish the action plan aligned to the areas of greatest need impacting student achievement.

Accreditation Factors Based on Accreditation Principles: The important aspects of the accreditation process based on the accreditation principles: 1) accomplishment of the vision, mission, and schoolwide learner outcomes; 2) high achievement of all students in relation to schoolwide learner outcomes and academic standards; 3) use of multiple ways to analyze data about student achievement; 4) evaluation of the program effectiveness based on schoolwide learner outcomes (critical learner needs) and academic standards; 5) alignment of prioritized findings to a schoolwide action plan focusing on student achievement; 6) ongoing improvement/accountability; and 7) total involvement and collaboration of all stakeholders

Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC): One of six regional associations that accredits public and private schools, colleges and universities in the United States.

Action Plan: A step by step process that details specific activities using existing resources that can address a school's identified growth needs.

Adventist Accrediting Association (AAA): The North American Division Commission on Accreditation, often referred to as AAA, establishes guidelines, criteria and procedures for the evaluation of elementary and secondary schools in North America.

Affiliate Campus: A K-10 school branch campus of a secondary K-12 school accredited by the Western Association of Schools (WASC) and Adventist Accrediting Association (AAA).

All Students: A reference to the belief that all students can learn at high levels and should have sufficient support to enable them to achieve the schoolwide learner outcomes. Every student enrolled in the school is included, regardless of sub-population or unique characteristics.

Challenging Relevant Curriculum: A demanding spiritually centered curriculum based on themes and concepts that encourage the student to achieve at high levels, to use "higher order thinking skills," and to apply and synthesize knowledge.

Coherent Curriculum: A curriculum that is viewed as a broadly conceived concept and makes sense as a whole with subparts unified, connected and integrated.

Competency: A performance objective.

Conference: An administrative unit of the Seventh-day Adventist church that owns and operates all K-12 schools within its territory through a local school board and employs all school and church personnel. (See organizational chart p. 18)

Course Competencies: Established goals, objectives and expectations for what students are to know and be able to do upon the completion of a class, course or sequence of courses within a subject area or program. These results are aligned with the schoolwide

learner outcomes and "enable" students to progress toward accomplishing these outcomes.

Critical Learner Need: Based on the analysis of multiple sources of data, an identified priority student learning need for which immediate attention must be given throughout the analysis of the school based on the WASC/AAA criteria and the resulting schoolwide action plan.

Current Educational Research and Thinking: Research and related discourse and publications on education and learning on state, national, and subject area standards; and government, business and industry research.

Diverse Population: The variety of sub-populations in the school, populations defined by ethnicity, gender, religious affiliations/beliefs, ability levels, socio-economic status, etc.

Focus Groups: Teams incorporating representatives from all the Home Groups who examine criteria and SLOs.

Home Groups (For Large Schools): One of three typical committee structures that can be organized by subject, program, grade, or other criterion; to provide much of the core evidence collection and evaluation on which the self-study is based.

Indicators and Prompts: Suggested areas to examine with a list of questions/prompts that could help in determining the effectiveness of the school's program.

***Journey to Excellence* (J2E):** A publication of the North American Division that outlines a roadmap for the future of Adventist education focusing on best practices and innovation to facilitate change. (www.journeytoexcellence.org)

Mission (Purpose): A clarification of the beliefs, vision, and mission held by members of the school constituency about what the school can

do for students with respect to knowledge, skills, and understandings through the program.

North American Division (NAD): One of 13 world divisions of the Seventh-day Adventist Church that separates a system of nearly 1000 elementary schools, secondary schools, 15 colleges and universities and is responsible for developing and coordinating the curriculum for K-12 schools.

Portfolio: A collection of representative student work.

Purpose: A clarification of the beliefs, vision, and mission held by members of the school constituency about what the school can do for students with respect to knowledge, skills, and understandings through the school program.

School Constituency: The school constituency is made up of Adventist churches that support the school.

Schoolwide Action Plan: The overall improvement strategies as a result of the self-study process that is reviewed and refined regularly based on progress and impact on student learning. Schools are guided by one action plan that has integrated all initiatives.

Schoolwide Learner Outcomes (SLO): Previously known as Expected Schoolwide Learning Results (ESLRs), Schoolwide Learner Outcomes (SLOs) identifies what each student should know, understand and be able to do upon exit

(e.g., graduation) from the school, or by the time the student completes the planned program. These learning results are collaboratively developed and represent the focus of the entire school constituency.

Seventh-day Adventist (SDA): Seventh-day Adventist Church.

Special Needs: Students who need additional physical and/or mental support services to accomplish the schoolwide learner outcomes at their maximum potential.

Subject Area: A specific body of information or knowledge; a discipline.

Self-Study Coordinator (SC): The facilitator/leader of the accreditation process in collaboration with school leadership.

Stakeholders: The school stakeholders include the (1) constituent churches; (2) parents, students, school board; and (3) all school employees.

Standards-based System: Curriculum, instruction, assessment, and reporting to parents, students, and the public are all aligned to a common set of standards.

WASC Criteria, Indicators, and Prompts: WASC/AAA criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner outcomes and academic standards. Indicators highlight important points of the WASC criteria. Prompts are analytical questions that help guide the analysis, examination, and evaluation of the school in relation to the WASC/AAA criteria and indicators; this results in specific findings supported by evidence and the determination of strengths and growth areas.

FOCUS ON LEARNING

Index

Index

QUICK REFERENCE GUIDE