

FOCUS ON LEARNING

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

P.O. Box 5005 (91359)
2686 TOWNSGATE ROAD
WESTLAKE VILLAGE
CALIFORNIA, 91361



ADVENTIST EDUCATION
Journey to Excellence 2.0

2024

© 2024 *Focus on Learning* by ACS WASC
All rights reserved.

This Seventh-day Adventist version of *Focus on Learning*
has been produced with permission from ACS WASC.

Printed in the United States of America.

Table of Contents

FOREWORD	iii
PREFACE	v
THE BIG PICTURE	3
WASC/AAA Schoolwide Criteria	9
North American Division Standards.....	12
Organization of the Seventh-day Adventist Church.....	14
GETTING ORGANIZED	19
WASC/AAA Accreditation Process: Ongoing Improvement.....	19
Self-Study Coordinator Checklist.....	21
Timeline: Flow of Activities	26
Self-Study Committee Structure	28
School Committees	29
Gathering Evidence	33
THE SELF-STUDY	41
School Self-Study Report Format.....	41
Chapter 1: Analyze and Reflect Upon the School’s Progress and the Impact on Student Learning since the Previous Full Self-Study	42
Chapter 2: Develop or Refine the School Profile Based on the Analyzed and Disaggregated Data; Clarify the Schoolwide Learner Goals/Outcomes	44
Chapter 3: Evaluate the Quality of the School Program in Relation to the WASC/AAA Categories and Corresponding Criteria with Emphasis on the Identified Critical Student Learner Needs; Summarize Findings, and Determine Areas of Strengths and Areas for Growth.....	49
Chapter 4: Review and Prioritize all Strengths and Growth Areas for Each Category; Reaffirm the Identified Major Student Learner Needs.....	51
Chapter 5: Revise or Create a Comprehensive Schoolwide Action Plan; Establish an Ongoing Follow-Up Process to Monitor Implementation and Accomplishment of the Schoolwide Action Plan	53
CRITERIA AND INDICATORS	57
Category A: Organization for Student Learning	61
A1. Vision and Purpose.....	61
A2. Governance	62
A3. Leadership for Learning	63
A4. Qualified Staff and Professional Development	64

A5.	School Continuous Improvement Process.....	65
A6.	Resources.....	66
Category B:	Curriculum: Teaching, Learning, Assessment	73
B1.	Rigorous and Relevant Standards-Based Curriculum	73
B2.	Student-Centered Instruction and Engagement.....	74
B3.	Using Student Assessment Strategies to Monitor and Modify Learning Progress.....	75
Category C:	School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth.....	81
C1.	School Culture and Environment.....	81
C2.	Personal, Social-Emotional, and Academic Support	82
C3.	Family/Guardian and Community Involvement	83
THE VISIT		89
Principal/Self-Study Coordinator Visit Checklist		90
Visiting Committee Chairperson Checklist		93
Visiting Committee Member Checklist		103
Sample Schedule for Visit		107
Visiting Committee Report Format		111
Accreditation Status Determination		114
Accreditation Status Criteria.....		115
Accreditation Recommendation		116
Sample Documentation and Justification Statement.....		118
WASC Accreditation Status Timeline		124
School Coordinator Follow-up Checklist		125
GLOSSARY OF TERMS		129
INDEX		135

FOCUS ON LEARNING

FOR SEVENTH-DAY ADVENTIST SCHOOLS
IN THE PACIFIC UNION CONFERENCE

Foreword

The 2024 Edition of *Focus on Learning* (FOL), the accreditation manual for Seventh-day Adventist (SDA) 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 2.0* 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, Vice President for Education, Pacific Union Conference
- Heather Denton, Principal, Pacific Union College Preparatory School
- Patrice Osborne, Associate 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.

Fernando Lista
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—the academic success and well-being of all students. This has been demonstrated through a variety of *Focus on Learning* adaptations as WASC works jointly with numerous educational associations. Public, independent and

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

church-related private TK–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 and the guiding document to continuous school improvement.

All secondary schools, TK-12 schools, and an increasing number of elementary schools 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 colleges and 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

Overview

Focus on Learning: Overview Rationale

The WASC Focus on Learning (FOL) Process is a continuous school improvement process that provides the core elements to guide a school in an in-depth look at the effectiveness of the current school program to determine what needs to be improved. The FOL process is driven by the following concept questions:

- How well are all students learning and achieving?
- Is the school doing everything possible to support high achievement of all students?

School Accreditation: An Ongoing Continuous Improvement Process

Accreditation validates the integrity of a school's program and student transcripts and assures that the school is a trustworthy institution of learning. Accreditation empowers the school in its endeavor to provide a quality educational experience for all students.

The accreditation process is a perpetual cycle of assessing, planning, implementing, monitoring, and reassessing: 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 student groups are accomplishing the schoolwide learner goals/outcomes, the identified major student learner needs, and academic standards.

In addition, schools 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 research-based criteria in relation to student achievement and school goals. This results in a written summary of findings supported by evidence of an updated schoolwide action plan. The completed school report provides the basis for the school visit. Using the results of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

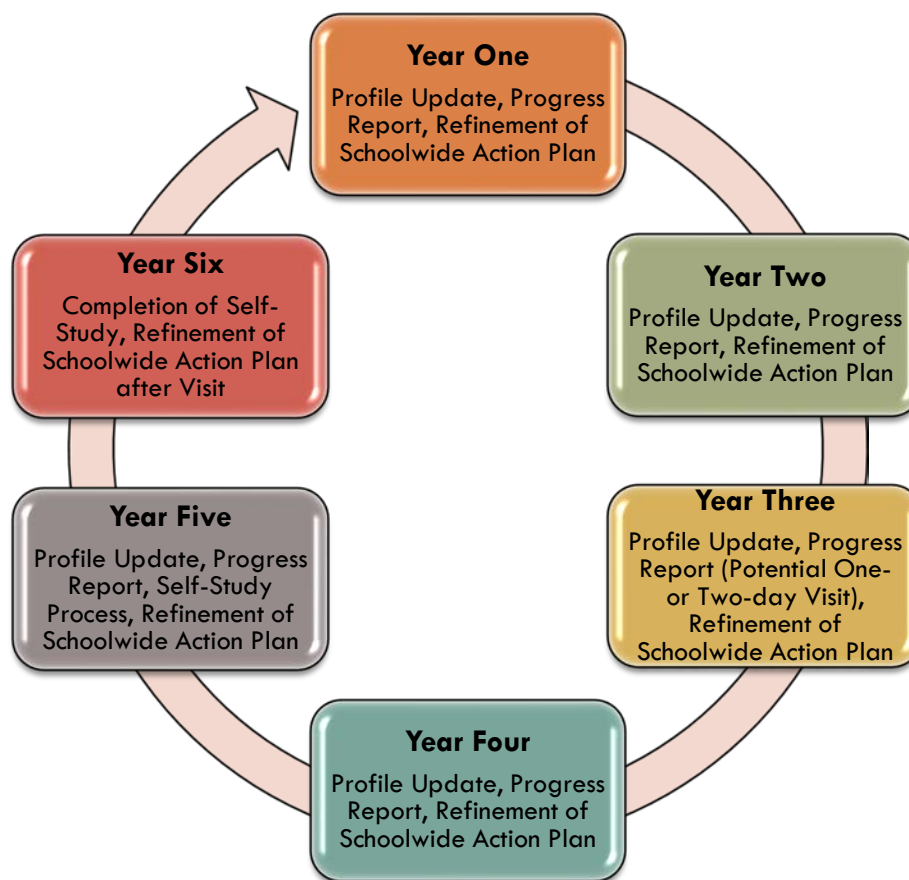
Annually, the school reviews data/information/evidence of progress guided by the schoolwide action plan to identify and address the ongoing needs of students, staff, and the school.

Focus on Learning Guiding Principles

The WASC accreditation Guiding Principles provide the foundation for the FOL cycle of continuous improvement that can be divided into three components: the self-study, the visit, and the ongoing follow-up. Based on these principles, the components lead a school to:

- Ensure a culture of involvement and collaboration among leadership, staff, students, teachers, parents, and other constituents.
- Ensure the culture nurtures and supports the well-being of all students.
- Demonstrate through the school program that the vision, mission, and schoolwide learning goals/outcomes are being accomplished.
- Evaluate students' achievement of the schoolwide learning goals/outcomes and the academic standards.
- Use multiple ways to analyze data to demonstrate student achievement, including conducting student and staff surveys/interview, examining student work, and observing students engaged in learning.
- Evaluate its program effectiveness concerning its impact on student learning based on the schoolwide learning goals/outcomes, student learner needs, and academic standards.
- Align its prior and current prioritized findings to the schoolwide action plan focusing on areas of greatest student need and, therefore, teacher/school needs.
- Implement and monitor the ongoing improvement results and the impact on student learning.

School Improvement Cycle



FOL: A Model Process Adaptable to a School's Organization

Below is a description of the phases of the Focus on Learning process that elaborates how the Guiding Principles are embedded into the Focus on Learning self-study, visit, and follow-up components.

1. Self Study (see p. 41)

Suggested Organization and Timeline for the Self-Study

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

- ✓ Leadership Team
- ✓ Focus Groups (interdisciplinary groups of stakeholders/educational partners)
- ✓ Job alike (home groups), e.g. departments, grade levels, subject areas, Professional Learning Communities (PLCs).

Normally, the formal self-study process occurs over a 12-18 month period to allow sufficient time for collaborative conversations.

Use of Criteria

The analysis of the school's program is done in relation to research-based guidelines' for school improvement that focus on student achievement of the schoolwide learner goals/outcomes and academic standards. A school will examine all aspects of its program against these categories:

- A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, School Continuous Improvement Process, and Resources
- B. Curriculum: Teaching, Learning, Assessment
- C. School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth

School's Vision, Mission, and Schoolwide Learner Goals/Outcomes

The vision, mission, and goals of the school provide the school's foundation for establishing schoolwide learner goals/outcomes and academic standards -- what all students should know, understand, and be able to do – and drive the instructional program and support the operations of the school. The collective vision of the school's stakeholders/educational partners for all student is reflective of the school's goals for student success. School goals focus on current and future learning needs of students and agreements about expectations for success and student performance.

School's Academic Standards

Academic standards 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 other grade-level expectations for performance. These standards guide the development of curriculum and the assessment system to assist the school in defining the quality accomplishment of the complementary schoolwide learner goals/outcomes and the degree to which all students are achieving them.

Importance of Data/Information/Evidence Analysis

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

- Student learner needs.
- Schoolwide learner goals/outcomes.
- Indicators and formative and summative assessments of academic standards.
- Effectiveness of the program and operations based on WASC/AAA criteria and impact on learning for ALL students.

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 assessment and other data; and analyzing feedback from parents, graduates, and the community.

Through the Focus Groups, participants will analyze programs in relation to their impact on students and to determine areas that need to be modified to improve student learning. The work of each Focus Group is organized around the WASC/AAA categories, with emphasis upon the identified major student learner needs and related schoolwide learner goals/outcomes. Each Focus Group answers the question: ***What are the implications of each major student learner need and the related schoolwide learner***

goals/outcomes for this Focus Group? For example, participants will examine the extent to which the school culture and student support category contribute to students' higher achievement in reading as an identified major student learning need.

To accomplish these tasks, participants will analyze student data and achievement in relation to the major student learner needs, the academic standards, schoolwide learner goals/outcomes, and quality of the school program based on the WASC/AAA criteria.

Updating the Schoolwide Action Plan

Using the results of the self-study, the school modifies and implements the schoolwide action plan and continues the cycle of improvement. After the visit, there may be further refinements and the school annually reviews data information and evidence of progress. This annual review is guided by the schoolwide action plan to address ongoing needs of students and staff. The school modifies the plan as needed.

2. Visit

After careful study of the school report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to observe, verify, gather additional evidence, and provide an outside perspective to the school team from educators who are thoroughly familiar with the WASC/AAA criteria.

The visiting committee provides insight to the school through dialogue with the Leadership Team, Focus Groups, with the stakeholder groups/educational partners, and others about the self-study findings as well as the review of evidence and student work. The visiting committee, the Leadership Team, and Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan using the research-based criteria as the basis to address the following:

- The major student learner needs aligned to the schoolwide learner goals/outcomes.
- Indicators and other metrics.
- Alignment with the school's schoolwide action plan as appropriate.

3. Continuous Improvement Process

After the visit the school refines and implements the schoolwide action plan for continuous school improvement, integrating the additional growth areas identified by the visiting committee. The school annually:

- Updates the student/constituency profile.
- Reviews progress and refines the "next steps" in meeting the goals of the schoolwide action plan.

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 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: Teaching, Learning, Assessment* that supports high achievement for all students.
7. *School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth* that supports high achievement for all students.
8. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.
9. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.
10. The capacity to monitor and implement the schoolwide action plan.

WASC/AAA SCHOOLWIDE CRITERIA

A. Organization for Student Learning

1. *Vision and Purpose*

The school has established a clearly stated vision and purpose reflecting the beliefs and philosophy of the institution, students' needs, current educational research-based practices. The mission focuses on the belief that all students can learn and achieve. Supported by the governing board, the school's purpose is further defined by schoolwide learner goals/outcomes and school goals.

2. *Governance*

The governing board adopts policies which are consistent with the school's vision and mission and support the achievement of the schoolwide learner goals/outcomes. Implementation of the policies and monitoring of results is delegated to the professional staff.

3. *Leadership for Learning*

The school leadership, faculty, staff, and parent/community collaborate, make decisions, and initiate actions that focus on all students' needs and achievement. The result is empowerment of the professional staff and shared accountability for student learning. Effective and equitable assessment processes are used to collect, disaggregate, and analyze schoolwide student performance data. The analysis of data guides the school's programs, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

4. *Qualified Staff and Professional Development*

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

5. *School Continuous Improvement Process*

The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

6. *Resources*

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college and career readiness

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

B. Curriculum: Teaching, Learning, Assessment

1. *Rigorous and Relevant Standards-Based Curriculum*

All students have equal access to participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/outcomes and academic standards necessary to meet promotion and graduation requirements.

2. *Student-Centered Instruction and Engagement*

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning. Students are involved in challenging and relevant learning experiences reflecting schoolwide goals and academic standards.

3. *Using Student Assessment Strategies to Monitor and Modify Learning Progress*

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

C. School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth

1. *School Culture and Environment*

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

2. *Personal, Social-Emotional, and Academic Support*

All students receive appropriate personal, social-emotional, and academic support to help ensure student learning, college and career readiness, and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

3. *Family/Guardian and Community Involvement*

The school leadership employs a wide range of culturally sensitive and inclusive strategies to encourage family/Guardian and community involvement, especially with the learning/teaching process.

4. *Spiritual Growth*

The students are supported in developing a Seventh-day Adventist worldview through spiritual activities that are (a) consistent with the school's philosophy, goals, mission, and schoolwide learner goals/outcomes, (b) facilitated by the school and provide for the involvement of all students.

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 2.0*. 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

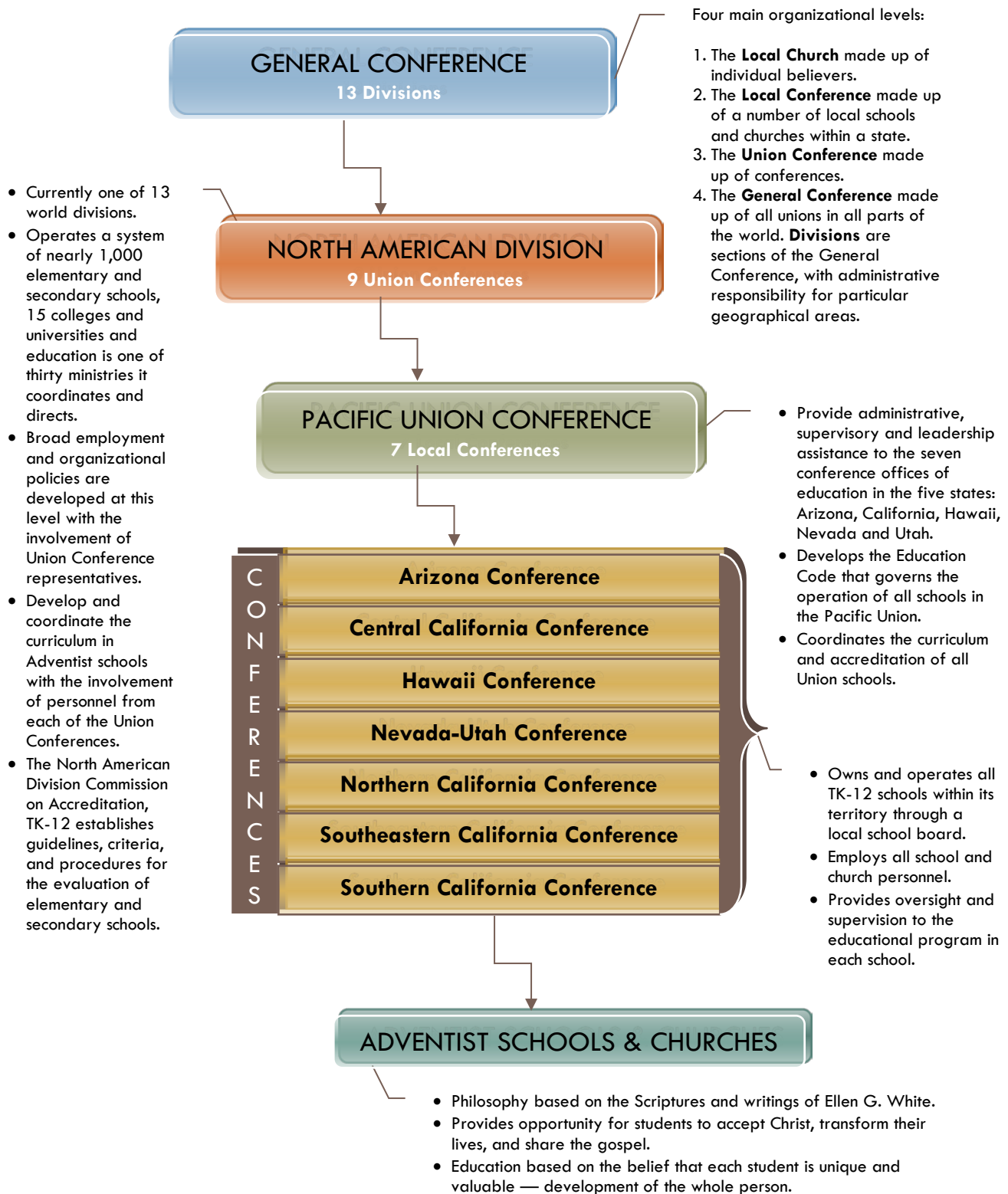
Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.

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



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 goals/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 synthesize 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 (provided by the Pacific Union Conference Office of Education);
 - 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: Teaching, Learning, Assessment
 - Category C: School Culture and Support for Student Personal, Social-Emotional Academic, and Spiritual Growth
 - 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 a self-study report that will include:
- a. Overall progress report since last full visit (or initial visit).
 - b. The current student/constituency profile, critical learner needs.
 - c. Vision, mission, and schoolwide learner outcomes.
 - 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 (provided by the Pacific Union Conference Office of Education).

___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, Home and Schoolwide Focus Groups and other groups as necessary.

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 and suggested areas to analyze 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 goals/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 (if needed), 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?
- 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 goals/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 distribution 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.

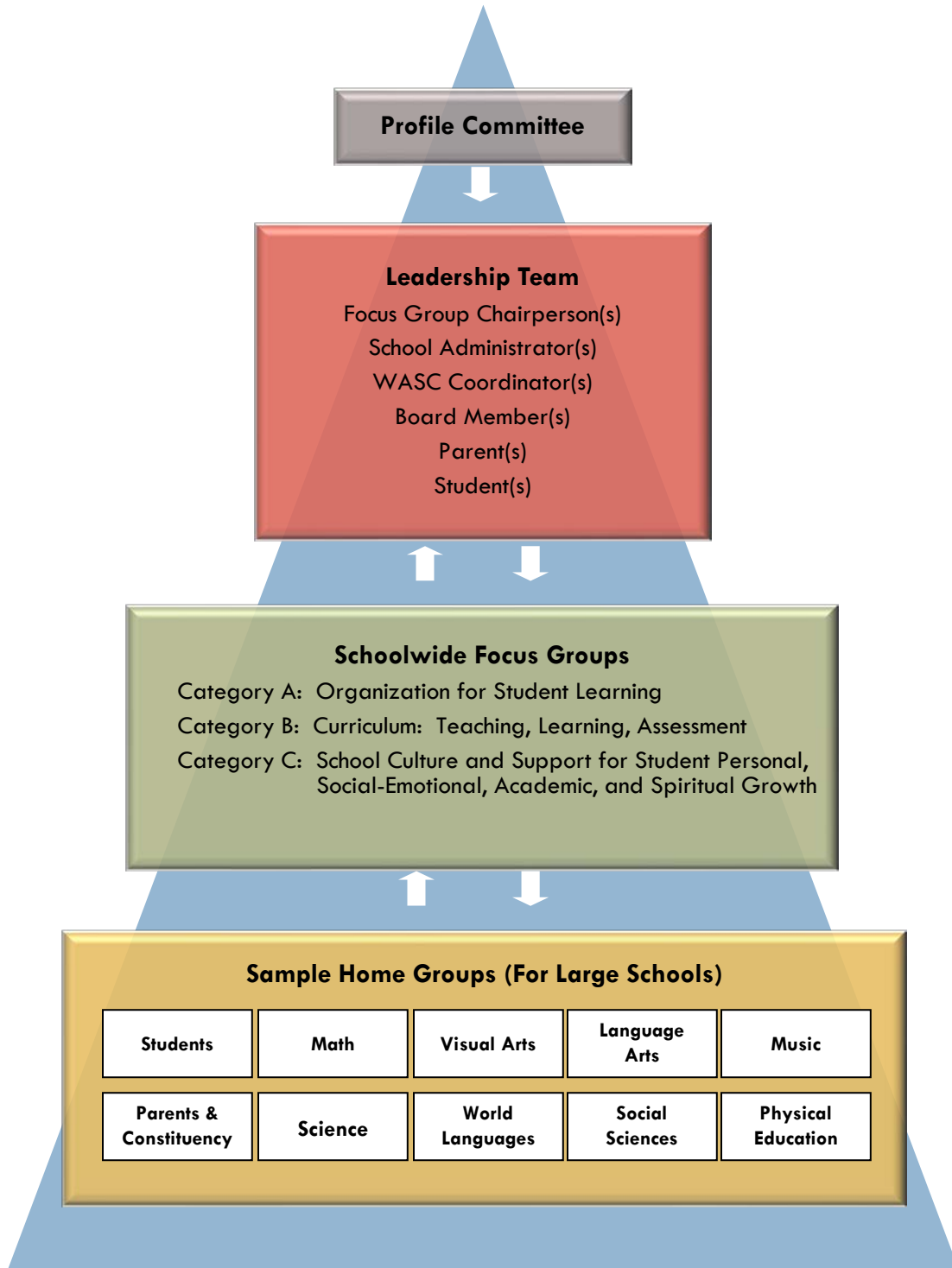
TIMELINE: FLOW OF ACTIVITIES

Time Frame for Fall Visits	Expectations	Participants
February – May Chapters 1 and 2 (Progress and Profile Analysis)	<ul style="list-style-type: none"> Analyze local and state data and draft Chapters 1 and 2 Share with staff and stakeholders/educational partners and revise as needed Clarify major learner needs and learner goals/graduate profile 	<ul style="list-style-type: none"> Administrative team All teachers and staff
August – December Chapter 3 (Analysis of Program) Chapter 4 (Summary of identified major student learner needs, prioritized strengths, and growth areas)	<ul style="list-style-type: none"> Assign a lead teacher for each criteria category for Chapter 3 Prioritize time for analysis of evidence and to discuss and write findings for each criterion and summary for each of the criteria categories. Synthesize analysis and findings into a first draft of Chapters 1-4 Request assistance from WASC advisor and visiting chair as needed 	<ul style="list-style-type: none"> Entire school team (teachers, staff, and stakeholders/educational partners) Administrative team
January – May Chapter 5 (Revision of schoolwide action plan)	<ul style="list-style-type: none"> Share and discuss first draft of report, review Chapter 4 for agreement by school team, revise draft report as needed Revise School Plan to reflect report findings 	<ul style="list-style-type: none"> Entire school team
July – September	<ul style="list-style-type: none"> Finalize school report, plan for visit 	<ul style="list-style-type: none"> Administrative team

Time Frame for Spring Visits	Expectations	Participants
November – February Chapters 1 and 2 (Progress and Profile Analysis)	<ul style="list-style-type: none"> • Analyze local and state data and draft Chapters 1 and 2 • Share with staff and stakeholders/educational partners and revise as needed • Clarify major learner needs and learner goals/graduate profile 	<ul style="list-style-type: none"> • Administrative team • All teachers and staff
February – June Chapter 3 (Analysis of Program) Chapter 4 (Summary of identified major student learner needs, prioritized strengths, and growth areas)	<ul style="list-style-type: none"> • Assign a lead teacher for each of 5 criteria categories for Chapter 3 • Prioritize time for analysis of evidence and to discuss and write findings for each criterion and summary for each of the five criteria categories. • Synthesize analysis and findings into a first draft of Chapters 1-4 • Request assistance from WASC advisor and visiting chair as needed 	<ul style="list-style-type: none"> • Entire school team (Teachers, staff, and stakeholders/educational partners) • Administrative team
August – January Chapter 5 (Revision of schoolwide action plan)	<ul style="list-style-type: none"> • Share and discuss first draft of report, review Chapter 4 for agreement by school team, revise draft report as needed • Revise school plan to reflect report findings 	<ul style="list-style-type: none"> • Entire school team
February – April	<ul style="list-style-type: none"> • Finalize school report, plan for visit 	<ul style="list-style-type: none"> • Administrative team

SELF-STUDY COMMITTEE STRUCTURE

(Descriptions of each committee can be found on the following pages)



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

Leadership Team

Roles/Responsibilities:

- Facilitate the school community's understanding of continuous improvement and how the accreditation process is a part of ongoing school success and improvement.
- Facilitate the review and refinement of the vision, mission, and schoolwide learner goals/outcomes.
- 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.

Typical Members:

- Self-Study Coordinator
- School Principal
- Chairs of Schoolwide Focus Groups
- 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/educational partners, allied community organizations)

Student/Constituency Profile Committee (Responsibilities may be completed by the Leadership Team)

Roles/Responsibilities:

- Development/refinement of student/constituency profile

Typical 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: Teaching, Learning, Assessment; Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth*).

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: Teaching, Learning, 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

Roles/Responsibilities:

- Synthesis of all data about student learning and the criteria categories.
- Determine major student learner needs, strengths, and growth areas based on data analysis.

Typical Members:

- Administrator
- Faculty member(s) from each subject area and a variety of programs
- Support staff member(s)
- Students
- Parents
- School board member

Job-Alike (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 here, 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

Roles/Responsibilities:

- 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.

Typical Members:

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

Support Staff Group

Roles/Responsibilities:

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

Typical 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

Roles/Responsibilities:

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

Typical 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

Roles/Responsibilities:

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

Typical 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 TK-12 school may have vertical subject area groups and elementary schools may have TK-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:

- “High quality,” “medium quality,” and “low quality” samples from each course.
 - Representative students selected based upon the student/constituency profile information.
 - Student work collection days for a program.
 - Anonymous work from anonymous teachers.
 - 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

The outline of the five chapters presented in this section assists the school in accomplishing the Guiding Principles of the FOL accreditation process (see Overview) They represent a model self-study process that schools may modify as long as they adhere to these Guiding Principles. Using the school's past progress and current data, the school will involve all faculty and other stakeholders/educational partners in evaluating the school's program based on the criteria to determine the effectiveness of the programs and their impact on student learning. The overall result will be an updated schoolwide action plan that is developed and understood by all to support the school's journey of continuous improvement.

SCHOOL SELF-STUDY REPORT FORMAT

INTRODUCTION

Participants

- ✓ Leadership Team

Brief History, Background, and Programs: Provide a brief history and background of the school and a concise description of programs offered.

Comments on School's Self-Study Process: Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

CHAPTER 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 Committee of the Whole)

Chapter 1: Progress Report

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. Process for Implementation/Monitoring Schoolwide Action Plan:

Comment on the process for implementing and monitoring the schoolwide action plan.

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.

3. Progress on Schoolwide Action Plan:

Summarize progress on each section of the current schoolwide action plan that incorporated growth areas for continuous improvement from the last full self-study (or initial visit) and all intervening visits.

4. Addressing Student and School Needs:

Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.

5. Prior Accreditation Findings:

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

6. 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.



Questions for Reflection

- Did the school summarize progress on the school's needs (major areas of focus) as identified in the schoolwide action plan, referencing identified growth areas (critical areas for follow-up) since the prior self-study and subsequent visits?
- Did the report show how progress on the schoolwide action plan impacted achievement of the major student learner needs and the schoolwide learner goals/outcomes?
- Did the school show how the growth areas for continuous school improvement that are no longer part of the schoolwide action plan were addressed?
- Were the findings of progress in this chapter supported by data and/or evidence and reviewed and discussed by staff and key stakeholder groups/educational partners?

CHAPTER 2: DEVELOP OR REFINE THE SCHOOL PROFILE BASED ON THE ANALYZED AND DISAGGREGATED DATA; CLARIFY THE SCHOOLWIDE LEARNER GOALS/OUTCOMES

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.

Participants:

- ✓ Leadership Team and/or Student Profile Committee

Section 1:

- **Existing Profile:** Review the school's current school profile (See Profile Development, p. 44-48).
- **Additional Data:** Gather the needed demographic and student performance data.
Examples:
 - 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.
- **Assurance:** Ensure the updated school profile addresses the following:
 - Three years of data, if available.
 - Data presented through the use of appropriate charts, tables, and graphs.
 - Data disaggregated, as appropriate, and analyzed and interpreted.
- **Findings and Synthesis:** Provide findings noting trends and patterns.

Section 2:

- **Summary:** Include:
 - **Implications:** List implications of the data.
 - **Preliminary Major Student Learner Needs:** Identify the two to three major preliminary student learner needs based on the data.
 - **Important Questions:** Determine 2-4 important questions that have been raised by the analysis of student performance, demographic, and perception data.

Section 3:

- **A Review and Dialogue:** Dialogue about and modify the school profile and summary as needed. Provide access of the draft profile and summary to all certificated staff and other stakeholders/educational partners to review and comment on the following. Is there agreement on:
 - Who are the students?
 - What are the data findings?
 - What are the implications of the data, the major preliminary student learner needs, and important questions?
 - Are there additions and/or modifications?
- **Use of the School Profile and the Summary:** After finalizing the profile and the summary, ensure access by all certificated staff and other stakeholders/educational partners for use in their Focus Group work. This may result in identifying other learner needs.
- **Update of School Profile as Needed:** Add additional data as it becomes available throughout the self-study process to the profile and the summary. As the self-study evolves, the profile and summary may need to be updated as additional data becomes available throughout the self-study process.

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. Total membership of constituent churches
 - ii. Annual tithe of constituent churches
 - iii. Annual church subsidy
 - iv. Number of students from constituent churches
 - v. Number of students from constituent churches not attending this school
 - vi. Family and community trends
 - vii. 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. Nationality or ethnicity
- iii. English proficiency
- iv. Gender/age mix
- v. Special populations (e.g., international, home school)
- vi. 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. Total income from conference.
- g. Current accounts receivable: students and churches.
- h. Commercial accounts payable.
- i. Accounts payable to the conference and other church entities.
- j. Total capital expenditures.
- k. Expenditures per pupil.
- l. Monies from other funding sources (e.g., grants, foundations).

Student Performance Data

- A. External assessments (e.g. 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.

✓ Questions for Reflection

- 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?
- Has the Leadership Team identified key implications of the data from the Profile?
- Have the certificated staff and other stakeholders/educational partners reviewed and discussed the profile, including the vision, mission, and schoolwide learner goals/outcomes to confirm major preliminary student learner needs?
- 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: EVALUATE THE QUALITY OF THE SCHOOL PROGRAM IN RELATION TO THE WASC/AAA CATEGORIES AND CORRESPONDING CRITERIA WITH EMPHASIS ON THE IDENTIFIED CRITICAL STUDENT LEARNER NEEDS; SUMMARIZE FINDINGS, AND DETERMINE AREAS OF STRENGTHS AND AREAS FOR GROWTH.

The categories are:

- A. Organization for Student Learning
- B. Curriculum: Teaching, Learning, Assessment
- C. School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth

Participants

- ✓ Leadership Team: Guides and coordinates the process
- ✓ Focus Groups: Organized around the categories
- ✓ Job-Alike (Home Groups)

Chapter 3: Evaluation of School Program:

- **Understanding all WASC/AAA Criteria by each Focus Group:** Review and discuss all categories of criteria in order to understand that these concepts are guidelines for systematic school improvement.
- **Understanding of Assigned Criteria by Each Focus Group:** Discuss in detail the criteria and indicators to ensure understanding of their meaning.
- **Determining Evidence/Information/Data Needed by Each Focus Group:** Based on the criteria/indicators, decide what data/information/evidence is needed to determine what currently exists and its impact on student learning. Review the progress report data and profile including the impact of the data related to student learning and well-being, the major preliminary student learner needs, and important questions to guide the self-study process.
- **Analyzing Evidence/Information/Data by Each Focus Group:** Gather and analyze the data and information about the designated WASC/AAA criteria/indicators.
- **Summarizing by Each Focus Group:** Determine and summarize findings in response to the assigned category of criteria, including what has been learned about the major student learner needs and important related questions. Indicate the data and evidence that supports the findings.
- **Synthesizing Strengths and Growth Areas for each Criteria Category by Focus Group:** For each category, prioritize the strengths and growth areas based on analysis of the criteria and indicators in the category.

NOTE: Ensure there is a direct correlation and alignment with the written findings and supporting evidence.



Questions for Reflection

- How were the critical learner needs, schoolwide learner outcomes and academic standards considered in the analysis of the criteria of A-C.
- Was the accuracy of the findings discussed and supported by evidence?
- Were evaluative responses provided for all the criteria/
 - indicators 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: REVIEW AND PRIORITIZE ALL STRENGTHS AND GROWTH AREAS FOR EACH CATEGORY; REAFFIRM THE IDENTIFIED MAJOR STUDENT LEARNER NEEDS.

Participants

- ✓ Leadership Team and/or School Profile Committee
- ✓ All Stakeholders/educational partners (through Schoolwide Focus Groups, Home Groups for Large Schools, or Total Staff)

Chapter 4: Prioritized Strengths and Growth Areas and Confirmation of Major Student Learner Needs

- **Development:** Generate a table (5 columns and 2 rows) that include all the strengths (row 1) and growth areas (row 2) from the three categories. Use this table to cluster the strengths and growth areas in prioritized order from all three categories into themes or strands.
- **Dialogue:** Discuss and confirm strengths/growth areas and identified major student learner needs.
- **Dialogue:** Determine if the preliminary major student learner needs identified in the Chapter 2, School Profile need to be changed or modified based on the Focus Group findings. Make appropriate changes in the major student learner needs, if applicable.
- **Dialogue:** Discuss how these themes or priorities inform what strategies/activities are needed to ensure that the major student learner needs are being addressed in the schoolwide action plan and comment on proposed next steps in the table.
- **Summarizing:** Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.



Questions for Reflection

- 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 profile data and Focus Group findings?
- Is there consensus on the major student learner needs?
- Is there consensus on the general themes and priorities that have emerged from the Focus Group findings?
- Has there been discussion on how these themes and priorities inform what the priorities are of the schoolwide action plan?
- 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?

CHAPTER 5: REVISE OR CREATE A COMPREHENSIVE SCHOOLWIDE ACTION PLAN; ESTABLISH AN ONGOING FOLLOW-UP PROCESS TO MONITOR IMPLEMENTATION AND ACCOMPLISHMENT OF THE SCHOOLWIDE ACTION PLAN

Participants

- ✓ Leadership Team and/or School Profile Committee
- ✓ School stakeholders/educational partners

Chapter 4: Revision of Schoolwide Action Plan

- **Review:** Review the Focus Group summaries (Chapter 3), the identified major student learner needs and the table of prioritized strengths and growth areas (Chapter 4).
- **Modifications:** Use the table from Chapter 4 to determine the schoolwide action plan strategies/activities that should be modified based on the findings, strengths, growth areas, and major student learner needs.
- **Assurance:** Ensure that the schoolwide action plan refinements are aligned to the school goals and include measurable student-focused outcomes that reflect the major student learner needs.
- **Consensus:** Gather feedback, gain consensus, and ensure commitment of all staff and stakeholders/educational partners.
- **Support:** Ensure the support of the school's board of trustees in providing necessary resources and accountability for the implementation of the schoolwide action plan.
- **Continuous Improvement:** Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals/outcomes, academic standards, and the progress on implementing schoolwide action plan.

Suggested items to include in an action plan:

- 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.



Questions for Reflection

- Is the action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Is the schoolwide action plan organized around measurable outcomes for all appropriate student groups?
- Do the action plan sections address the learning needs of students as identified in the school profile?
- Do the outcomes in the schoolwide action plan address the major student learner needs as identified in Chapter 4?
- Is there a follow-up process that will be used to monitor the accomplishment of the action plan and modify as needed?

FOCUS ON LEARNING

Criteria and
Indicators

Criteria and Indicators

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 three categories of criteria:

Category A: *Organization for Student Learning*

Category B: *Curriculum: Teaching, Learning, Assessment*

Category C: *School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth*

WASC/AAA criteria and indicators are research-based factors which positively influence learner outcomes. The criteria elaborate the attributes of the category and are italicized in the text. The indicators are more specific, observable, and measurable characteristics of each criterion and guide the analysis of the school's organization and educational program.

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 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 and indicators include all programs. To accomplish this, use these basic directions:

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. 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: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, SCHOOL CONTINUOUS IMPROVEMENT PROCESS, AND RESOURCES

Directions for Vision and Purpose

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *schoolwide learner goals/outcomes reflect the vision and mission and impact student learning and well-being*.

1. Vision and Purpose

The School has established a clearly stated vision and purpose reflecting the beliefs and philosophy of the institution, students' needs, current educational research-based practices. The mission focuses on the belief that all students can learn and achieve. Supported by the governing board, the school's purpose is further defined by schoolwide learner goals/outcomes.

A1.1 Vision and Schoolwide Learner goals/outcomes: The school has established a clear, coherent vision and purpose and schoolwide learner goals/outcomes based upon high-quality standards, congruent with research and school practices, and aligned with school goals for students.

A1.2 Culture of Achievement: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/outcomes.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals/Outcomes: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/outcomes.

Suggested areas to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Written statements of vision, mission, core beliefs, major student learner needs, schoolwide learner goals/outcomes, etc. Student outcome and performance data, both quantitative and qualitative data.
- Student/constituency profile data and its impact on the school mission and schoolwide learner goals/outcomes.
- Interviews with staff, students, parents, board, community/business, and other stakeholders/educational partners to determine their level of involvement and commitment to the current school's vision, purpose, and schoolwide learner goals/outcomes.
- Publications used to inform parents and constituency members about the school program.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Governance

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **governing board impacts student learning and well-being**.

2. Governance

The governing board adopts policies which are consistent with the school's vision and mission and support the achievement of the schoolwide learner outcomes. Implementation of the policies and monitoring of results is delegated to the professional staff.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations, and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

A2.2 Relationship of Policies: 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.

A2.3 Evaluation of School Board: There is a process for training and evaluating the school board.

Suggested areas to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Alignment between the governing authority's policies and the school's vision, mission, schoolwide learner goals/outcomes and school programs that engage students.
- The school community's understanding of the governing board's role and how it aligns with, and differs from, the role of the school's leadership responsibilities and the role of the professional staff.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Leadership for Learning

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **leadership actions impact student learning and well-being**.

3. Leadership for Learning

The school leadership, faculty, staff, and parents/stakeholders/community partners collaborate, make decisions, and initiate actions that focus on all students' needs and achievement. The result is empowerment of the professional staff and shared accountability for student learning. Effective and equitable assessment processes are used to collect, disaggregate, and analyze schoolwide student performance data. The analysis of data guides the school's programs, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, and staff a) assess data to determine student needs, b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan Correlated to Student Learning: The schoolwide action plan is directly correlated to the critical learning needs, analysis of student achievement and other data aligned with schoolwide learning goals/outcomes and academic standards.

Suggested evidence to gather, review and analyze to determine the effectiveness in meeting the criterion:

- Rosters, minutes of meetings, interview/survey data, and other indicators showing that the school's planning process is broad-based, collaborative, and has the commitment and support of the parents/stakeholders/educational partners.
- The degree to which the actions of the leadership and staff are directly linked to student achievement and outcomes.
- The degree of correlation between the schoolwide action plan and the major student learner needs that emerge from the analysis of student achievement and other data.
- Correlation between allocation of resources and student achievement.
- Academic and other performance indicators and accountability tools used in the monitoring process.
- Stakeholder involvement in the development and ongoing revision of the schoolwide action plan.
- Structures, processes, and procedures for involving staff in collaboration, shared responsibilities, and actions to support student learning.
- Other pertinent evidence gathered through observations, interview, and review of documentation.

Directions for Qualified Staff and Professional Development

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how ***the leadership and staff actions impact student learning and well-being.***

4. Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications and Preparation: The school has procedures to ensure that leadership and staff are qualified for their responsibilities. The school implements effective supervision and evaluation procedures to promote professional growth of staff.

A4.2 Support and Measurability of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resource and has processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A4.3 Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to assess professional growth needs of staff.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Employment practices related to qualifications.
- Organizational charts and position descriptions.
- Staff onboarding training and ongoing support.
- Processes for performance evaluations and personal and schoolwide professional growth targets.
- Professional development plans, calendars, minutes, evaluations, and feedback.
- Achievement data supporting impact of professional developing on student learning.

Directions for School Continuous Improvement Process

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *the school continuous improvement process impacts student learning and well-being*.

5. School Continuous Improvement Process

The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1 Schoolwide Action Plan correlated to Student Learning: The schoolwide action plan is directly correlated to the critical learning needs, analysis of student achievement and other data aligned with schoolwide learning goals/outcomes and academic standards.

A5.2 Broad-based and Collaborative: The school's planning process is broad-based, collaborative, and has involvement of the stakeholders.

A5.3 Coherence: Within the school there is evidence of coherence between schoolwide learner outcomes/goals, student achievement, professional goals, teacher evaluation and planning for the purpose of ongoing school improvement.

A5.4 Correlation between All Resources and Plan: There is correlation between allocation of resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Rosters, minutes of meetings, interview/survey data and other indicators of inclusion showing that the school planning process is broad-based and collaborative and involves all stakeholders.
- The degree of correlation between the schoolwide action plan and the analysis of student achievement of the schoolwide learner outcomes/goals.
- The degree of stakeholder involvement in the developing and ongoing revision in the schoolwide action plan.
- Data or information gathered from ongoing contact with graduates.
- Other pertinent evidence gathered through observations, interview, and review of documentation.

Directions for Resources

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how ***the allocation of resources impacts student learning and well-being.***

6. Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college and career readiness expectations. The governing authority and the school leadership execute responsible resource planning for the future.

A6.1 Resource Allocation Decisions: School leadership and staff collaborate for resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan.

A6.2 Practices and Procedures: School procedures are in place to include appropriate individuals in developing an annual budget and conducting audits which follow quality accounting practices.

A6.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment are effective.

A6.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s).

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- 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.
- Budgeting processes.
- Facility plans.
- Technology plans.
- Audit reports.
- Safety Plans.
- Marketing Plans.
- Fundraising Plans.
- Resources available to the school.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

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 major learner needs.

Summary (including comments about the major 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: Teaching, Learning, Assessment

CATEGORY B: CURRICULUM: TEACHING, LEARNING, ASSESSMENT

Directions for Rigorous and Relevant Standards-Based Curriculum

- Evaluate the school's effectiveness in addressing the Curriculum: Teaching, Learning, Assessment criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *rigorous and relevant curriculum impacts student learning and well-being*.

1. Rigorous and Relevant Standards-Based Curriculum

All students have equal access to participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/outcomes and academic standards necessary to meet promotion and graduation requirements.

B1.1 Current Educational Research: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research that supports the schoolwide learner goals/outcomes and academic standards and aligns with the school's mission.

B1.2 Congruence with Schoolwide Learner Goals/Outcomes: There is congruence among the concepts and skills taught, the schoolwide learner goals/outcomes, and academic standards.

B1.3 Academic Standards: The school has a documented curriculum that is articulated within and across grade levels and has indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and schoolwide learner goals/outcomes

B1.5 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools and colleges and universities.

B1.6 Follow-up Studies: 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.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- How current educational research is used to assist the school in work with academic standards and schoolwide learner goals/outcomes.
- The academic standards for each subject area, course, and or program.
- The degree of congruence between the concepts and skills taught, the academic standards, and the schoolwide learner goals/outcomes.
- Master schedule.
- Articulation with feeder schools and colleges and universities.
- Processes for curriculum organization including graduation requirements, credits, grading policies, and homework policies.
- Follow-up studies of graduates.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Student-Centered Instruction and Engagement

- Evaluate the school's effectiveness in addressing the Curriculum: Teaching, Learning, Assessment criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *student-centered learning environment and the teachers' use of a variety of strategies and resources impact student engagement, learning, and well-being.*

2. Student-Centered Instruction and Engagement

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning. Students are involved in challenging and relevant learning experiences reflecting schoolwide learner goals/outcomes and academic standards.

B2.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

B2.2 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency.

B2.3 Student Agency: Students are empowered to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

B2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Suggested areas to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Observation, interviews, and surveys to determine:
 - The degree to which students are involved in challenging and relevant learning experiences that reflect an equity-centered learning environment.
 - The degree to which differentiated learning opportunities for students with diverse backgrounds and abilities are addressed through instructional approaches.
 - The degree to which all teachers work as coaches to facilitate learning for all students.
 - The degree to which student work shows that students are able to think, reason, and problem solve in group and individual activities.
 - The degree to which digital resources are used with and by students to assist students in learning.
- Assess the extent to which students understand the standards and expected performance levels.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Student Assessment Strategies to Monitor and Modify Learning Progress

- Evaluate the school's effectiveness in addressing the Curriculum: Teaching, Learning, Assessment criteria and the supporting indicators
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **teachers use of assessment strategies to monitor and modify instruction and schoolwide reporting and accountability practices impact student learning and well-being.**

3. Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify learning/teaching practices to improve student learning within and across grade levels and departments.

- **B3.1 Professionally Acceptable Assessment Process:** The school leadership and instruction staff use effective and appropriate assessment process to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.
- **B3.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have a basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas and correlate assessment to schoolwide learner outcomes, curricular objectives, course competencies, and instructional approaches used.
- **B3.3 Assessment of Program Areas:** School leadership and staff use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.
- **B3.4 Monitoring Student Growth:** Teachers determine and monitor all students' growth and progress toward meeting the schoolwide learner goals/outcomes and academic standards.
- **B3.5 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning.
- **B3.6 Teacher and Student Feedback:** Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals. Teachers analyze student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant.
- **B3.7 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust instructional approaches.

Suggested areas to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Student work demonstrating the degree to which assessment allows students to apply knowledge and skills.
- Analysis of student work to determine achievement of schoolwide learner goals/outcomes.
- Examples of how teachers use formative and summative data to plan and modify instructional approaches.
- Examples of how professional development activities and topics have been determined by schoolwide assessment results.
- Extent to which students and parents are involved in the review process about student progress.
- Extent to which student performance data is reported to all stakeholders/educational partners.
- Extent to which teachers have agreed and made known to all stakeholders/educational partners the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.
- Examples of how assessment results have led to recent changes in the school's program (staffing, professional development, curriculum choices, etc.)

- Examples of how the school and board decisions on allocation of resources are influenced by schoolwide assessment results.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

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 major learner needs.

Summary (including comments about the major learner needs)

Prioritize the areas of strength and growth for Category. B

Category B: Areas of Strength

Category B: Areas of Growth

CATEGORY C

School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth

CATEGORY C: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, ACADEMIC, AND SPIRITUAL GROWTH

Directions for School Culture and Environment

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **school culture and environment impact student learning, and well-being.**

1. School Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

- **C2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students.
- **C2.2 Trust and Mutual Respect:** The entire school community has an atmosphere of trust and mutual respect in support of student achievement and well-being.
- **C2.3 School Culture:** Students experience a caring school culture that is conducive to learning, with high expectations for all and a learning environment that honors individual differences and social-emotional needs.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- The existing policies and use of resources to ensure a safe, clean, and orderly place that nurture learning.
- The analysis of all aspects of the school with respect to safety.
- The degree to which caring and high expectation for all students is demonstrated on a daily basis.
- The degree to which strategies demonstrate an atmosphere of trust, respect, and professionalism.
- Ways that citizenship and ethical values and collaborative behaviors are demonstrated by students.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Personal, Social-Emotional, and Academic Support

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **support systems impact student learning and well-being**.

2. Personal, Social-Emotional, and Academic Support

All students receive appropriate personal, social-emotional, and academic support to help ensure student learning, college and career readiness, and success. Students with special talents and/or needs have access to a system of personal support service, activities, and opportunities at school and in the community.

- **C2.1 Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.
- **C2.2 Adequate Personalized Support:** The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career planning, personal counseling, and academic assistance.
- **C2.3 Co-Curricular Activities:** School leadership and staff link curricular and co-curricular activities for all students to the curricular standards and schoolwide learner outcomes.
- **C2.4 Student Involvement in Curricular/Co-Curricular Activities:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.
- **C2.5 Student Self-Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.
- **C2.6 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- Strategies used by teachers to promote a more personalized approach to learning.
- Alternative instructional options which provide additional student support.
- Co-curricular and extra-curricular activities that connect and involve students.

- Programs which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, and formal school activities.
- Processes and procedures for assessing the effectiveness of support and interventions.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Family/Guardian and Community Involvement

- Evaluate the school's effectiveness in addressing the School Culture and Support indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the **family/guardian involvement impacts student learning and well-being**.

3. Family/Guardian and Community Involvement

The school leadership employs a wide range of culturally sensitive and inclusive strategies to encourage family/guardian and community involvement, especially with the learning/teaching process.

- **C3.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and process for ongoing family/guardian and community involvement in the learning and teaching process for all students.
- **C3.2 Use of Community Resources:** The school uses community resources such as constituent churches, professional services, business partnerships, speakers, etc., to support students.
- **C3.3 Rapport and Trust:** School develops rapport and trust with students, families and the community, valuing the identities of all individuals.

Suggested evidence to gather, review, and analyze to determine the effectiveness of meeting the criterion:

- Communication strategies with parents and community.
- Parents and community resources available.
- Strategies for involving non-English speaking parents.
- Strategies and processes for supporting parents as active partners in the teaching/learning process.
- Parent and community members involvement in the school's decision-making process.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

Directions for Spiritual Growth Activities

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *spiritual growth activities impact student learning and well-being*.

4. Spiritual Growth Activities

The students are connecting to spiritual growth activities and provide for the involvement of all students.

- **C4.1 Spiritual Growth Activities are Consistent with School's Philosophy, Goals and Mission:** Board, administration, and faculty link all spiritual growth activities to the school's stated philosophy, goals, and schoolwide learner goals/outcomes.
- **C4.2 Student Involvement with Spiritual Growth Activities:** The school has an effective process for regularly evaluating the level of student involvement in spiritual growth activities.

Suggested evidence to gather, review, and analyze to determine the effectiveness in meeting the criterion:

- 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.
- Other pertinent evidence gathered through observations, interviews, and review of documentation.

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 major learner needs.

Summary (including comments about the major learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Areas of Strength

Category C: 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

Pre-Visit

- ___ 1. Communicate with visiting committee chair
 - a. Prior to the visit, the visiting committee chair will be in communication with the Self-Study Coordinator and principal to answer questions and give assistance.
 - b. Chair will become familiar with the school and the self-study progress, offer guidance in conducting the self-study and begin to develop a detailed schedule for the visit.
 - c. Chair will provide feedback on draft sections of the self-study report.
 - d. Determine needs for workspace and support services.

- ___ 2. Principal, in consultation with the Pacific Union Conference, makes housing and visit arrangements for the Visiting Committee.

- ___ 3. In collaboration with the Visiting Committee chair, develop a tentative schedule for the visit.

- ___ 4. 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.

- ___ 5. 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

- **Have the Visiting Committee visit arrangements been made?**
- **Have any needed reimbursement issues been worked out?**



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 distribution of copies 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

During the Visit

- ___6. Visiting Committee Chair will regularly communicate with the principal and the self-study coordinator. The Visiting Committee will meet daily with the Leadership Team regarding the visiting Committee's findings.
- ___7. 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.

- ___8. 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.

After the Visit

- ___9. After the visit, the Leadership Team facilitates the integration of the narrative suggestions and growth areas identified by the Visting Committee in the report into an updated schoolwide action plan.
- ___10. Within six weeks following the visit the school submits:
- 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.
 - Copies to all stakeholder groups.

Self-Check Questions



- **Has the final Visiting Committee report been sent to the appropriate recipients?**

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:

- 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/>.
- 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 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?
 - 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 representative stakeholders 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 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/conference understanding and support of accreditation process):
 - Have the administrators, Self-Study Coordinator, Leadership Team, and conference representatives begun discussion of a 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. Computer access and compatibility with the system the chair will be using for the draft report.
 - n. Housing and visit arrangements.
 - o. Access to 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.
- ___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. Follow up with the school to verify 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 included in the accreditation process, , verify that the schedule will accommodate a visit to the affiliate campus. t.

___ 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, response to the school’s progress report; Chapter II, summary of key information from the student/constituency profile; 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 process of 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 Principal /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 three 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 three categories. Have them individually make decisions regarding the quality of the school's educational program with respect to the three 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:
 - a. Alignment between the Visiting Committee report and the recommended status.
 - b. Member signatures on the status recommendation sheet.
 - c. Brief description of the discussion and status options considered by the Visiting Committee.
 - d. 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 within 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:
 1. Requests for preferred areas of coverage during the visit.
 2. Training session schedule reminder.
 3. 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 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:
 1. Writing assignments.
 2. Review of the criteria as the self-study report is analyzed.
 3. 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.)
 4. Visit schedule.

- ___7. After receiving the school report, complete pre-visit preparation:
 1. Review the criteria with respect to the analysis of the school report; study other pertinent materials (e.g., academic standards).

2. 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 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?
3. 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:

1. Confirms receipt of school self-study.
2. Offers assistance and clarification of tasks.
3. Confirms initial meeting time and visit logistics.
4. Reviews how reimbursable expenses are to be handled.

___10. Bring the following materials to the visit:

1. *Focus on Learning* manual.
2. Self-study report.

3. All notes.
4. 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 Principal, 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: Teaching, Learning, 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 lineage 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: Teaching, Learning, Assessment* (C) *Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth*; 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 also 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: Teaching, Learning, Assessment* that supports high achievement for all students.
7. *Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth* that supports high achievement for all students.
8. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.
9. The capacity to monitor and implement the schoolwide action plan.
10. 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 status.

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) 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 schoolwide improvement action plans will be submitted.

B) Six-Year Status with a Mid-cycle Visit 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) 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 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) Accreditation Denied 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:

<input type="checkbox"/>	<p>Six-Year Status</p> <p>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.</p>
<input type="checkbox"/>	<p>Six-Year Status with a Mid-cycle Visit</p> <p>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.</p> <p>Special Circumstances:</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> In special cases, Mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.</p>
<input type="checkbox"/>	<p>Probation</p> <p>A school may be placed on probation for one or two years. See the options below:</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>
<input type="checkbox"/>	<p>Accreditation Denied (AD)—Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.</p>

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



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:

<input type="checkbox"/> 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.
<input type="checkbox"/> Six-Year Accreditation Status with a Mid-cycle Progress Report and (choose one option below): <input type="checkbox"/> 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. <input type="checkbox"/> 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.
<input type="checkbox"/> Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit (choose one option below): <input type="checkbox"/> 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. <input type="checkbox"/> 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.
<input type="checkbox"/> 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: Leadership for Learning that supports high achievement for all students. (A3)**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

6. Organization: Qualified Staff and Professional Development that supports high achievement for all students. (A4)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

7. Organization: School Improvement Process that supports high achievement for all students. (A5)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

8. Organization: Resources that support high achievement for all students. (A6)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

9. Curriculum: Teaching, Learning, Assessment: A rigorous and relevant standards-based curriculum supports high achievement for all students. (B1)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

10. Curriculum: Teaching, Learning, Assessment: Student-centered instruction and engagement that supports high achievement for all students. (B2)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

11. Curriculum: Teaching, Learning, Assessment: Using student assessment strategies to monitor and modify learning progress which 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. School Culture and Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth: A school environment that nurtures learning and high achievement for all students. (C1)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

13. Support for Student Personal, Social-Emotional, Academic, and Spiritual Growth: Student support that promotes high achievement for all students. (C2)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

14. Family/Guardian and Community Involvement: Culturally sensitive and inclusive strategies that encourage family/Guardian and community involvement and support high achievement for all students. (C3)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

15. Support for Student Spiritual Growth: Spiritual Growth Activities that support high achievement for all students. (C4)

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.**

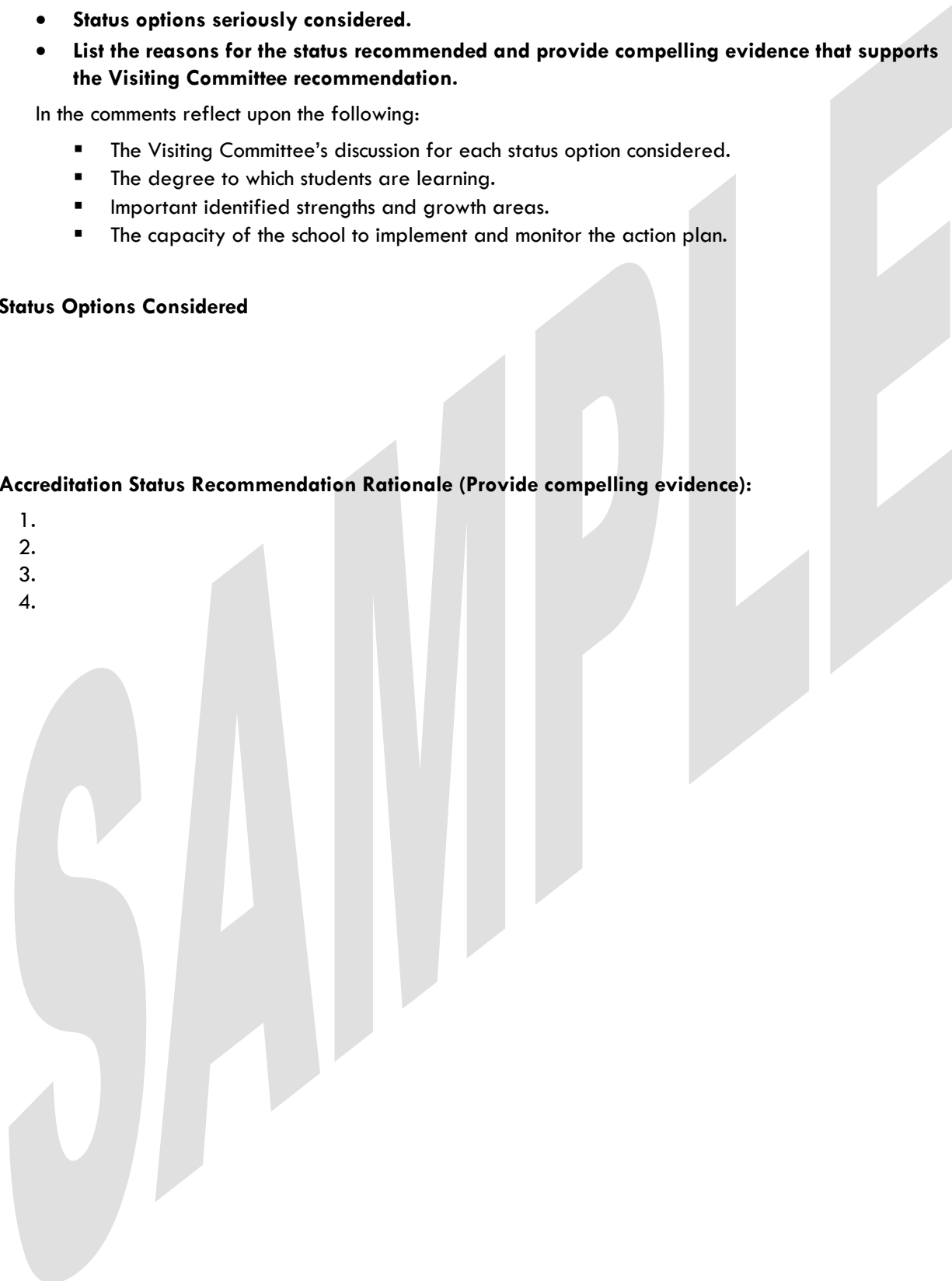
In the comments reflect upon the following:

- 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.

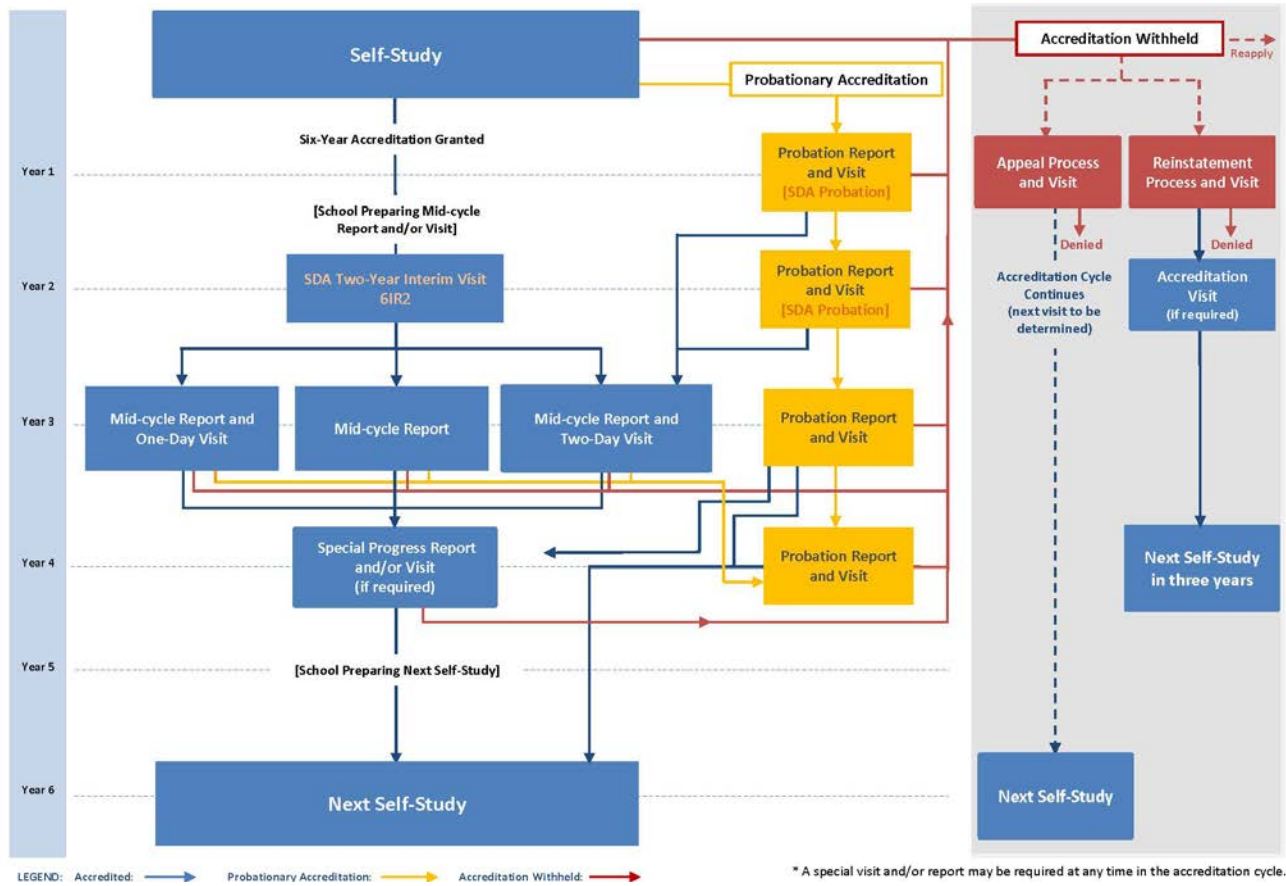
Status Options Considered

Accreditation Status Recommendation Rationale (Provide compelling evidence):

- 1.
- 2.
- 3.
- 4.



WASC ACCREDITATION STATUS TIMELINE



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
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 quality assurance or 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 and providing reflections on the effectiveness of the school's 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. Using the results of the visit the school further refines and implements, monitors, and modifies as needed its action plan in this continuous cycle of school improvement.

Accreditation Status: A status granted by the Commissions of WASC and AAA whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous 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 high 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 TK-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 their highest level and should have sufficient support to enable them to achieve. Every student enrolled in the school is included, regardless of sub-population or unique characteristics.

Challenging Relevant Curriculum: A 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 TK-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 goals/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: 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.

Equity: A commitment that all children and adults be treated fairly and with respect for their humanity. Regardless of race, language proficiency, socioeconomic status, gender, religion, and/or other identifies, all students have a right to expect access to the opportunities and support needed for them to be successful.

Focus Groups: Teams incorporating representatives from all the Home Groups who examine criteria and schoolwide learner goals/outcomes.

Indicators: Suggested areas to examine that could help in determining the effectiveness of the school’s program.

Job-Alike 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.

Journey to Excellence 2.0 (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.com)

Learning Environment: Every school is a place where all students learn, develop, and thrive, providing a learning environment where all students' experiences and access to opportunity determines their developmental and academic outcomes.

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 TK-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 Goals/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.

Student Agency: Key concept for empowering students to be meaningfully engaged in decision-making related to processes for learning.

Student Learner Needs: Based on the analysis of multiple sources of achievement and social-emotional data, the school identifies major student learner needs, such as expository writing, reading, critical thinking skills, or mental health, to emphasize to better support student growth and progress.

WASC/AAA Criteria and Indicators: 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 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

A

Academic Standards, [6](#)
 Accreditation
 Cycle, [3-5](#)
 Factors, [8](#)
 Ongoing Continuous Improvement Process, [3](#)
 Process, [3-5](#), [19-20](#)
 Status Criteria, [115](#)
 Status Determination, [114](#)
 Status Recommendation, [116](#)
 Status Timeline, [124](#)
 Action Plan, [53-54](#)
 Analysis of Data, [6](#)

C

Checklist
 Principal/Self-Study Coordinator Visit, [90](#)
 School Coordinator Follow-up, [125](#)
 Self-Study Coordinator, [21-25](#)
 Visiting Committee Chairperson, [93](#)
 Visiting Committee Member, [103](#)
 Criteria and Indicators, [9](#), [57-77](#)
 Assessment, [73-77](#)
 Category A, [61-68](#)
 Category B, [73-78](#)
 Category C, [81-85](#)
 Culture & Environment, [81](#)
 Family/Guardian and Community Involvement, [83](#)
 Governance, [62-63](#)
 Leadership for Learning, [63-64](#)
 Resources, [66-67](#)

Rigorous and Relevant

 Standards-Based Curriculum, [73-74](#)
 School Continuous Improvement Process, [65-66](#)
 Spiritual Growth Activities, [84](#)
 Student-Centered Instruction and Engagement, [74-75](#)
 Using Student Assessment Strategies to Monitor and Modify Student Learning Progress, [75-77](#)
 Vision and Purpose, [61-62](#)
 Curriculum: Teaching, Learning, Assessment, [73-78](#)
 Cycle, Six-Year, [5](#)

D

Directions for Resources, [61-85](#)
 Family/Guardian and Community Involvement, [83-84](#)
 Governance, [62-63](#)
 Leadership for Learning, [63-64](#)
 Qualified Staff and Professional Development, [64-65](#)
 Resources, [66-67](#)
 Rigorous and Relevant Standards-Based Curriculum, [73-74](#)
 School Continuous Improvement Process, [65-66](#)

School Culture and Environment, [81](#)
 Spiritual Growth, [84](#)
 Student-Centered Instruction and Engagement, [74-75](#)
 Student Assessment Strategies to Monitor and Modify Learning Progress, [75](#)
 Vision and Purpose, [61-62](#)
 Documentation and Justification Statement Sample, [118-123](#)

E

Evaluation of School Program, [49-50](#)
 Evidence, Gathering, [33-36](#)
 Examining Student Work, [36](#)

F

Family/Guardian and Community Involvement, [83](#)
 Five Tasks of the Self-Study, [41-54](#)
 Flow of Activities, [26-27](#)
 Focus Groups, [30](#)
 Focus on Learning Guiding Principles, [4](#)
 Continuous Improvement Process, [7](#)
 Self-Study, [5](#)
 The Visit, [7](#)

G

Gathering Evidence, [33-36](#)
 Examining Student Work, [36](#)
 Interviews, [34](#)
 Getting Organized, [19-36](#)

Glossary, [129-131](#)

Governance Criterion, [62-63](#)

H

I

Interviews, [34-36](#)

Questions, [35-36](#)

L

Leadership for Learning, [63-64](#)

Leadership Team, [29](#)

M

Mission, [61-63](#)

School Learner Outcomes, [47](#)

N

North American Division Standards, [12-13](#)

O

Observations, [33-34](#)

Onsite Visit, [89](#)

Organization for Student Learning, [61-68](#)

Organizational Chart of the Adventist Church, [14](#)

Overview The Big Picture, [3](#)

P

Personal, Social-Emotional, Academic, and Spiritual Growth, [81-85](#)

Principal/Self-Study Coordinator Visit Checklist, [90-91](#)

Profile Development, [44-48](#)

R

Recommendation for WASC Status, [116](#)

Report Format Visiting Committee, [111-113](#)

Resources Criterion, [66-67](#)

S

Sample

Documentation and Justification (WASC), [118-123](#)

Interview Questions, [35-36](#)

Status Recommendation (WASC), [116](#)

Visit Schedule, [107-110](#)

Schedule

Sample Visit, [107-110](#)

School

Academic Standards, [6](#)

Committees, [29-32](#)

Environment, [81](#)

Improvement Criterion, [65-66](#)

Improvement Cycle, [5](#)

Leadership Criterion, [63-64](#)

School Coordinator Follow-up Checklist, [125](#)

Schoolwide Learner Goals/Outcomes, [6](#)

Self-Study, [5](#), [41-54](#)

Chapter 1, [41-43](#)

Chapter 2, [44-48](#)

Chapter 3, [49-50](#)

Chapter 4, [51-52](#)

Chapter 5, [53-54](#)

Committee Structure, [28](#)

Process, [5-7](#)

Tasks, [41-54](#)

Self-Study Coordinator Checklist, [21-25](#)

Six-Year Cycle, [5](#)

Spiritual Growth Activities, [84](#)

Standards, North American Division, [12-13](#)

Status

Determination (WASC), [114](#)

Factors, [8](#)

Sample Recommendation (WASC), [116](#)

(See Also: *Term*)

Support for Student Personal, Social-Emotional,

Academic, and Spiritual Growth, [81-85](#)

T

Tasks of the Self-Study, [41-54](#)

Term

Determination (AAA), [114](#)

Sample Recommendation (AAA), [116](#)

(See Also: *Status*)

The Visit, [89-125](#)

Timeline

Flow of Activities, [26-27](#)

Accreditation Status, [114-16](#)

Tools, [57-85](#)

Category A, [61-68](#)

Category B, [73-78](#)

Category C, [81-85](#)

V

Vision, [61-62](#)

Visit Sample Schedule, [107-110](#)

Visiting Committee

Chairperson Checklist, [93](#)

Member Checklist, [103](#)

Report Format, [111-113](#)

W

WASC

Documentation and Justification, [118-123](#)

Status Recommendation, [116](#)

Status Timeline, [124](#)

WASC/AAA Accreditation Process, [19-20](#)

Criteria, [9-11](#)