

Focus on **Learning**

JOINT WASC/CDE PROCESS GUIDE

**FOR ALL CALIFORNIA PUBLIC SCHOOLS,
INCLUDING CALIFORNIA CHARTER SCHOOLS**



2012 EDITION

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**FOR ALL CALIFORNIA PUBLIC SCHOOLS,
INCLUDING CALIFORNIA CHARTER SCHOOLS**

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Sacramento, CA 95814

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2012 EDITION

Foreword

This *Focus on Learning Joint WASC/CDE Process Guide* celebrates the ongoing collaboration between the Western Association of Schools and Colleges and the California Department of Education. The *Focus on Learning Joint Process WASC/CDE* is a self-study process that examines what students know and are able to do. This process helps a school identify and implement school improvement needs and supports accountability, and earns an accreditation term. The accountability landscape is changing in California. As you well know, the Public School Accountability Act (PSAA) defines the state criteria for student success.

Substantive revisions have been made to the Education Code regarding the Program Quality Review. Senate Bill 374 (O’Connell), Chapter 724, Statutes of 2001, relieves districts of the responsibility of managing school site inquiry on student learning, data collection and analysis, using state PQR criteria (Education Code Section 64000 and 64001). It replaces these sections with a local responsibility for assessing school effectiveness based on local school improvement criteria. All schools receiving categorical funds under the Consolidated Application are required to have a Single Plan for Pupil Achievement outlining how schools will help students meet state and local achievement goals. The *Focus on Learning Joint WASC/CDE Process Guide* is in harmony with the Single Plan for Pupil Achievement.

Important features of this edition of the *Focus on Learning Joint Process WASC/CDE* for include:

- The State Board adopted academic content and performance standards
- Reduction of redundancy in the process
- The revision of the WASC/CDE criteria to strengthen the evaluation of the school’s program
- Suggestions to strengthen the development of a meaningful schoolwide action plan that identifies growth targets or benchmarks and monitors their accomplishment.

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Overview

Supporting Student Achievement

Self-Study

- ✦ Refine Student/Community Profile
- ✦ Clarify expected schoolwide learning results
- ✦ Review progress on schoolwide action plan from previous self-study
- ✦ Analyze the quality of all students' learning , the programs and processes based on schoolwide criteria
- ✦ Revise the schoolwide action plan and monitoring process

Visit

- ✦ Work with visiting committee chair to support the self-study process
- ✦ Gain insight and perspective of visiting committee regarding school program based on schoolwide criteria and student learning based on academic standards and expected schoolwide learning results

Follow-Up

- ✦ Refine, implement, and monitor schoolwide action plan
- ✦ Analyze evidence of student achievement of academic standards and expected schoolwide learning results
- ✦ Refine next steps
- ✦ Inform school community of progress

Focus on Learning: Overview

Rationale

Focus on Learning Joint Process WASC/CDE is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting expected schoolwide learning results and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?
2. Is the school doing everything possible to support high achievement for all its students?

Through the *Focus on Learning* process a school fulfills the requirements for Accreditation and forms the basis for the Single Plan for Pupil Achievement through use of a single set of curriculum-driven criteria for high schools.

School Improvement Cycle

The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: The process is guided and assisted by self-study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the expected schoolwide learning results and state or local academic content standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions. Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the visiting committee members for careful study at least four to five weeks prior to the visit. Using the results of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

WASC Six-Year Cycle for Schools

Below is the WASC six-year cycle that demonstrates the ongoing improvement cycle.

Year Six — Past Cycle: Completion of Self-Study/Visit/Refinement of Strategic Plan
New Cycle

Year One: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Two: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Three: Profile update, Midterm Progress Report (one-day review), refinement of Schoolwide Single Plan for Student Achievement

Year Four: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Five: Review of all profile data, Progress Report, Progress and Program Analysis (beginning of next self-study), revision of annual Academic and Financial Plan

Year Six: Completion of self-study, including refinement of Schoolwide Single Plan for Student Achievement; full self-study visit, including revision of Schoolwide Single Plan for Student Achievement after the review of Visiting Committee Report

Importance of School's Vision, Expected Learning Results (Schoolwide Learner Outcomes)

An essential element of systemic school improvement is the collective vision on the part of the school's shareholders for all students: what should students know and be able to do upon exit from the school? What does it mean to be an educated person? What is the most effective preparation of students for their future? The expected schoolwide learning results should address the identified critical academic needs of the students.

This vision provides the school's foundation for establishing expected schoolwide learning results and academic standards which drive the instructional program and the support operations of the school.

Importance of School's Academic Standards

Academic content and performance standards, whether those adopted locally or by the State Board of Education, define what students should know and be able to do in each curricular area and the level at which students are expected to demonstrate this knowledge and grade-level expectations for performance. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary, more global expected schoolwide learning results and the degree to which all students are achieving them.

Criteria

The criteria are research-based guidelines for school improvement that focus on student achievement of the expected schoolwide learning results and academic content standards. A school will examine all aspects of its program against these five categories. (*See p. 9 for a complete criteria listing.*)

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
2. Standards-based Student Learning: Curriculum
3. Standards-based Student Learning: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth

Importance of Data Analysis

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

- 1) the identified critical academic needs
- 2) the related expected schoolwide learning results (schoolwide learner outcomes)
- 3) the academic standards
- 4) what is and isn't working based on the WASC/CDE criteria.

Examples of strategies which will be used for this review are the examination of student work; the observation of students working; the interviewing of students about what they are learning; the review of group test data; and the analysis of feedback from parents, graduates and community.

Expected Outcomes of Self-Study

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

1. The involvement and collaboration of all staff and other shareholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards
3. The gathering and analyzing of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Flexibility

As long as the school adheres to the *expected outcomes*, there is flexibility in the self-study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the *expected outcomes* listed above have been met.

The Focus on Learning Process

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

1. Leadership team
2. Home Groups (shareholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of shareholders)

Within the Home Groups, participants will analyze student data and achievement in relation to the academic standards, the expected schoolwide learning results and quality of the school program based on the WASC/CDE criteria. The Home Groups will share the results within the Schoolwide Focus Groups.

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the identified student learning needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learning need of reading (e.g., effective communicator, the learning result) participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of the student learning result for this Focus Group? Each Focus Group begins with the analysis of student learning and then the analysis of the criteria to determine what needs to be done in this area in order to promote student learning.

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 provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The visiting committee gives insight to the school through dialogue with the Schoolwide Focus Groups and with the Home Groups about the self-study findings, and by its own review of evidence and student work. The visiting committee and the Leadership Team/Schoolwide Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the expected schoolwide learning results and the WASC/CDE criteria.

Follow-up

After the visit, the school refines and implements an action plan for school improvement. The plan integrates the critical areas of follow-up identified by the visiting committee. The school annually reviews progress, and refines the “next steps” in meeting the goals of the action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the expected schoolwide learning results and academic content standards, especially in relation to the critical student learning needs. The governing board and district are involved in the ongoing improvement process and ensure that the follow-up process is integral to district planning and goal setting.

WASC/CDE Focus on Learning Schoolwide Criteria*

A. Organization

Vision and Purpose

1. The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards.

Governance

2. The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Leadership and Staff

3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.
4. A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.
5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Resources

6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results.
7. The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting). **[FOR CHARTER SCHOOLS ONLY]**

* Modified: 8/05 (Added Charter School criteria).

8. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. **[FOR CHARTER SCHOOLS ONLY]**

B. Standards-based Student Learning: Curriculum

1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.
2. All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.
3. Upon completion of the high school program, students have met all the requirements of graduation.

C. Standards-based Student Learning: Instruction

1. To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.
2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

D. Standards-based Student Learning: Assessment and Accountability

1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.
2. Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.
3. The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.
4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

E. School Culture and Support for Student Personal and Academic Growth

1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.
2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

3. All students receive appropriate support along with an individualized learning plan to help ensure academic success.
4. Students have access to a system of personal support services, activities and opportunities at the school and within the community.

The Self-Study: Background Information

WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years the school should have been engaged in an ongoing improvement process. Below are brief comments about the **ongoing nature** of WASC Accreditation that focus on student learning and school improvement.

1. Annually update the student/community profile and discuss with all shareholders.
2. Annually summarize progress on the schoolwide action plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the schoolwide student goals (expected schoolwide learning results) and school purpose.
4. Analyze and synthesize data that provides evidence of school progress and complete a three-year report for submission to WASC.
5. Host a one-day review if school was granted a six-year term with a one-day visit (**Note:** If a school received a term of one, two, or three years, progress reports and one or two-day revisits are conducted. The Commission then grants additional years of accreditation or denial dependent upon where the school is in the six-year accreditation cycle.)
6. In preparation for the next self-study (usually 18 months prior to the full self-study visit), ensure that all shareholders are knowledgeable of student achievement data and other current data, including progress on all aspects of the action plan. Utilize the following information with shareholders:
 - a. the current student/community profile
 - b. current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports on the action plan
 - c. the operating schoolwide action plan
 - d. all progress via reports (usually an ongoing summary of action plan progress on computer)
7. Using the WASC criteria, involve shareholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize key findings organized by the categories of criteria.
9. Revise the schoolwide action plan to show what will be accomplished during the forthcoming three to five years.
10. Finalize the self-study report that will include:
 - a. the current student/community profile
 - b. schoolwide student learner outcomes (expected schoolwide learning results)
 - c. overall progress report
 - d. findings and supporting evidence
 - e. schoolwide action plan

Model Timeline: Flow of Activities - Year Prior to Self-Study -

| November–March Activities | Participants | Product in Self-Study |
|---|---|---|
| Tasks 1 & 2: | | |
| <ul style="list-style-type: none"> Refine the student/community profile, based on analyzed and disaggregated data Clarify the expected schoolwide learning results Summarize implications of the data; identify 2 to 3 critical academic needs; determine important related questions for use in the Home/Focus Groups | <ul style="list-style-type: none"> Leadership Team and/or Student Profile Committee Schoolwide Focus Groups | Chapters I & II: Student/Community Profile |
| Task 3: | | |
| <ul style="list-style-type: none"> Summarize progress since previous full self-study | <ul style="list-style-type: none"> Leadership Team All Shareholders | Chapter III: Progress Report on action plan, including integrated critical areas for follow-up |
| March–June Activities and September–December Activities | | |
| Task 4: | | |
| <ul style="list-style-type: none"> Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs Synthesize the information, determine strengths and growth needs, and identify potential action steps | <ul style="list-style-type: none"> Schoolwide Focus Groups Home Groups | <ul style="list-style-type: none"> Notes/evidence for informational sharing between Home Groups and schoolwide Focus Groups Self-Study Report, Chapter IV, “Self-Study Findings” Pertinent evidence available for review by visiting committee |
| Task 5: | | |
| <ul style="list-style-type: none"> Revise the comprehensive schoolwide action plan Define schoolwide and subgroup growth targets Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan | <ul style="list-style-type: none"> Leadership Team All Shareholders via Home and Schoolwide Focus Groups | Self-Study Report, Chapter V, “Schoolwide Action Plan” |
| March — Ongoing Activities | | |
| <ul style="list-style-type: none"> The visit By June 30th submit an updated action plan to WASC and CDE incorporating critical areas of follow-up left by visiting committee Implement and monitor schoolwide action plan and its impact on student learning | <ul style="list-style-type: none"> School/Visiting Committee School School | <ul style="list-style-type: none"> VC report Updated action plan Ongoing reporting of progress, i.e., annual progress reports for school and district |

Self-Study Report Format

Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study, i.e., any modifications from the model self-study process.

Chapter I: Student/Community Profile and Supporting Data and Findings

Prepare a Student/Community Profile. Include data and findings for the following:

- demographic data, including the refined expected schoolwide learning results
- disaggregated and interpreted student outcome data
- survey summaries, if any

Chapter II: Student /Community Profile — Overall Summary from Analysis of Profile Data

Provide an overall summary from the analysis of the profile data

- What are the implications of the data with respect to student performance?
- Select two to three critical academic needs based on the data, noting the correlated expected schoolwide learning results (schoolwide student goals).
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data.

Chapter III: Progress Report

Summarize progress on each section of the action plan that incorporated *all critical areas* of follow-up from the last full self-study.

Chapter IV: Self-Study Findings

For each criterion, respond to the sample prompts for each criterion and note the supporting evidence. Refer to the suggested areas to analyze in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the evidence that supports the criterion findings and (2) the identification of prioritized strengths and areas of growth needs.

➔ **Note:** The five **criteria categories** are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Appendix

- A. Results of student questionnaire/interviews
- B. Results of parent/community questionnaire/interviews
- C. Master schedule
- D. School accountability report card
- E. CBEDS school information form
- F. Graduation requirements
- G. Any pertinent additional data (or place in Visiting Committee work room)
- H. Budgetary information, including budget pages from the school's action plan (i.e., the Single Plan for Student Achievement)
- I. A list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science

School Self-Study Coordinator Self-Study Report Preparation Checklist

- **Establish timelines and support mechanisms**
 - **Provide orientation for staff and shareholders**
 - **Form Leadership Team and other school groups**
-

1. After participating in the first WASC/CDE Self-Study training session, establish (a) a general calendar for the major self-study events and (b) a more detailed timeline of specific committee meetings and tasks to be accomplished.

2. Establish support mechanisms such as board and district understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.

3. Orientation of staff and other shareholders.

This orientation should include:

- a. An explanation of the joint WASC/CDE accreditation process along with its benefits to the school community.
- b. An overview of the *Focus on Learning* self-study process.
- c. The interrelationship between expected schoolwide learning results and academic standards.
- d. The understanding of the WASC/CDE criteria.
- e. 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.
- f. The importance of the ongoing improvement process for successful student learning.
- g. The nature and purpose of the visiting committee.
- h. Accreditation term determination.

4. Establish the Leadership Team, Home Groups and Schoolwide Focus Groups.

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

5. Prepare self-study packets.

Suggested information for the self-study packets include: the overview, WASC/CDE criteria, general and specific timelines, committee structure and membership, summary of products (self-study report format), and self-study tasks. *Add to the packet: the student/community profile, interpretations, and the overall summary.*

6. Have available pertinent information for self-study. This information will be used by the student/community profile committee, the Schoolwide Focus Groups, and the Home Groups.

Subject area staff members will utilize curricular references which can be obtained from the following source:

California Department of Education
CDE Press Sales Office
1430 N Street, Suite 3207
Sacramento, CA 95814-5901
Telephone: (916) 323-5765
Fax: (916) 323-2817

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 *key outcomes* of the self-study.
- c. The importance of verification: in-depth gathering of 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 expected schoolwide learning results, academic content standards, standardized testing and reporting (STAR) and local assessment data, and assigned criteria.
- f. The role of the Home and Focus Group chairs as:
 - 1) Group facilitators of committee discussions and syntheses.
 - 2) Coordinators for gathering of evidence, especially analysis of student work.
- g. The essential participation in regular meetings to review progress of the self-study.

➔ **Note:** The self-study coordinator and principal should work with the Leadership Team to clarify its purpose and to develop ground rules.



Self-check questions

- Has the timeline been developed so that the self-study will be ready to mail to the visiting committee four to 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 community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school's current organization for schoolwide communication?
- Are all certificated staff serving on *two* groups — a Home Group and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, should the school maintain the Focus Groups after the visit to oversee action plan sections?

Additional School Coordinator Checklists

- The **School Self-Study Coordinator Visit Preparation Checklist** can be found on page 119.
- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 157.
- The **School Coordinator Checklists** can be found on the WASC website.

School Groups: Probable Players

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. In the model process this can be accomplished by establishing the suggested committees; however, these should be adapted to fit local conditions.

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

Leadership Team

- Facilitation of entire self-study process
- Refinement of expected schoolwide learning results (schoolwide student goals)
- Creation and ongoing refinement of the single schoolwide action plan using findings of Schoolwide Focus Groups
- Coordination of the follow-up process to monitor the implementation and the accomplishment of the action plan that has integrated all schoolwide initiatives

Members of the Leadership Team:

- Self-study coordinator
- School principal
- Chairs of Schoolwide Focus Groups (faculty representing all disciplines)
- School administrators
- Chair of support staff groups (and others)
- Chair of student committee (and others)
- Chair of parent committee (and others)
- District representative
- Important others

➔ **Note for Small Schools:** In small schools, Leadership Teams and governance groups may be composed of the same people. What is important in this case is to ensure that from its beginning the *Focus on Learning Joint Process WASC/CDE* meets the other planning needs of the school, so that efforts will not be duplicated.

Student/Community Profile Committee

- Development/refinement of student/community profile

Members of the committee:

- Administrator(s)
- Certificated staff
- District evaluation staff member
- Students
- Parents

Schoolwide Focus Groups

- Synthesis of all data about student learning and the criteria categories
- Determination of growth needs

A Schoolwide Focus Group is composed of a representative cross-section of certificated staff members from the various disciplines and other shareholders; the suggested size of a group is twelve to fifteen.

In large schools, there may be more than one Schoolwide Focus Group that examines a category of criteria.

Members of the Focus Groups:

- Administrator
- Faculty member from each subject area
 - Career-vocational programs
 - Foreign language
 - History — social science
 - English-Language Arts
 - Mathematics
 - Physical education
 - Science
 - Visual and performing arts
- Support staff member(s)
 - Counselors
 - Program coordinators (e.g., GATE, Title I)
 - English as a Second Language
 - Librarian/AV specialist
 - Special Education
 - Health Services
 - Instructional assistants
 - Clerical/Office Staff
 - Custodial Staff
 - Food Services
 - Transportation Staff
- Student
- Parent
- District representative (member of one Schoolwide Focus Group)
- School Board member (member of one Schoolwide Focus Group)

➔ **Note for Small Schools:** Smaller schools may find that using a “Committee of the Whole” will be more effective in assessing the program for students.

Home Groups: Subject Area Groups

- Analysis of what is being taught and learned with respect to critical academic needs, selected expected schoolwide learning results, academic standards, other curricular references, and WASC/CDE criteria.

Members of the subject area groups:

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

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

Home Groups: Support Staff Groups

- Analysis of program students are receiving with respect to critical academic needs, selected expected schoolwide learning results, WASC/CDE criteria, and other references.
- Support staff groups include groups that contribute to the success of all students. Examples are given below, but schools should establish groups that are appropriate for their particular circumstances.

Members of the support staff groups:

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

Home Groups: Student Group

- Analysis of program from a student perspective with respect to critical academic needs, selected expected schoolwide learning results and WASC/CDE criteria.

Members of the student group:

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

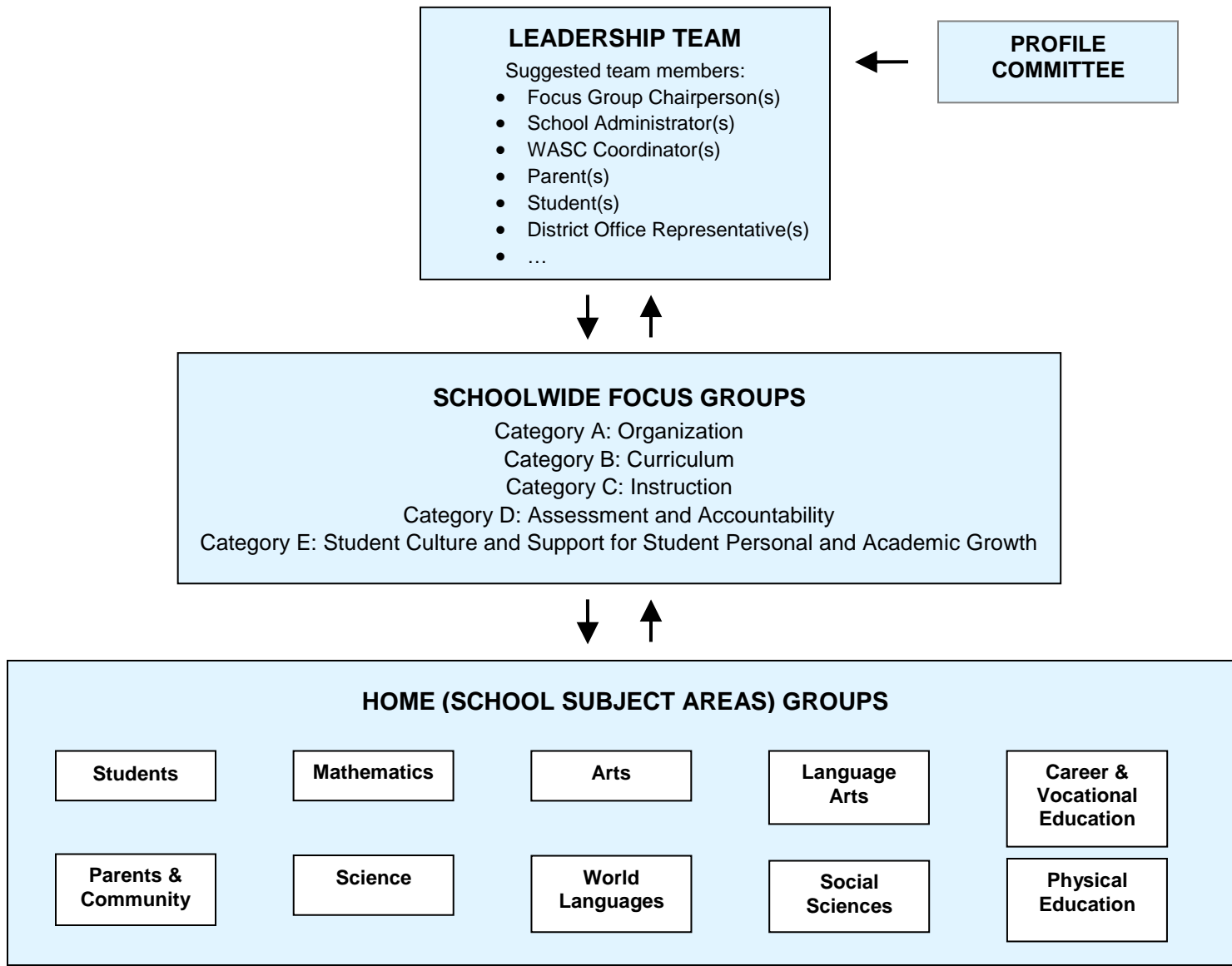
Home Groups: Parent Group

- Analysis of program from a parent/community perspective with respect to critical academic needs, selected expected schoolwide learning results and WASC/CDE criteria.

Members of the parent group:

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

Self-Study Committee Structure



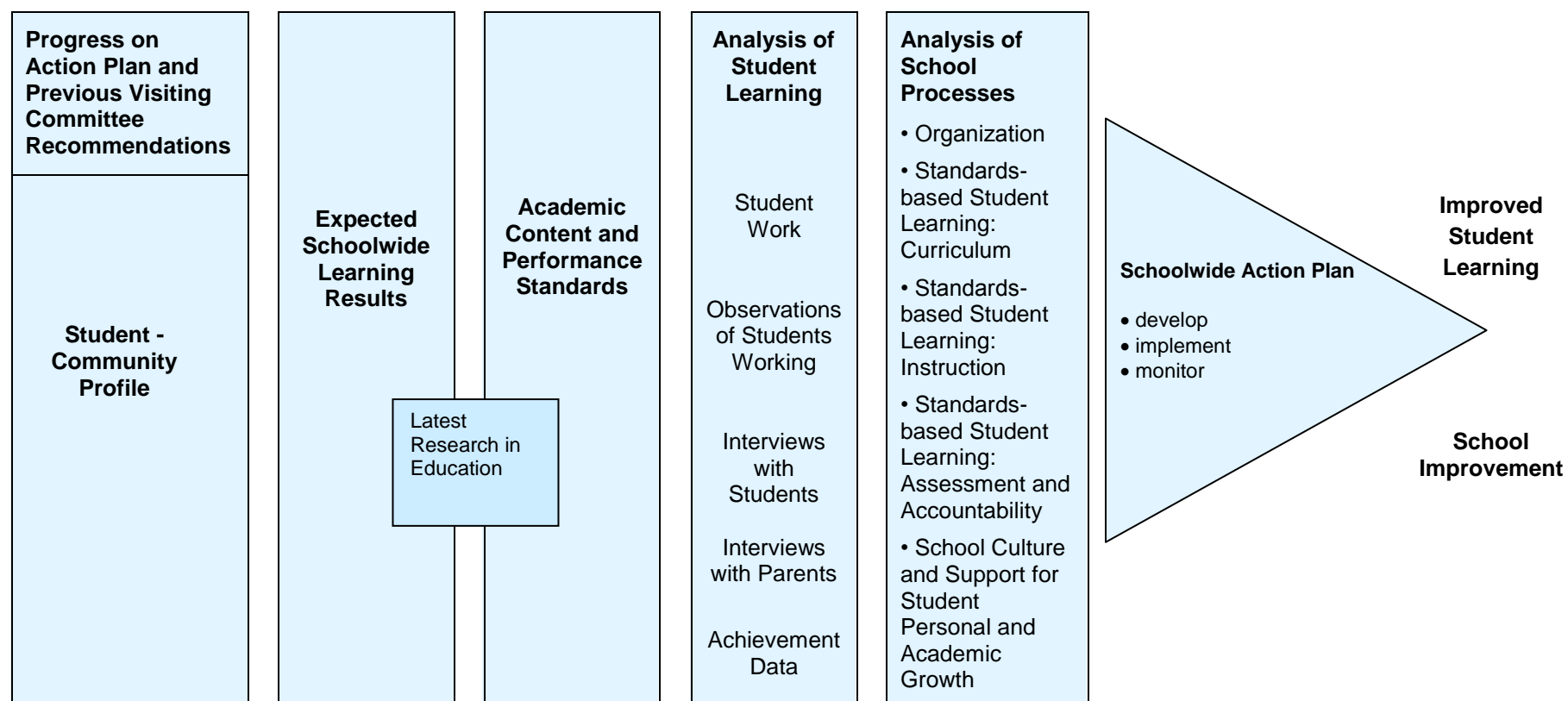
The Self-Study

Explanation of Self-Study Tasks

The five tasks presented in this section assist the school in accomplishing the *five expected outcomes of the self-study*. They represent a model of a self-study process that schools may modify as long as they adhere to these outcomes. The matrix of expected outcomes and tasks, the self-study process diagram, the suggested timeline, and the self-study format will also be helpful in understanding this relationship of the tasks to the outcomes.

| | Expected Outcomes of <i>Focus on Learning Joint Process WASC/CDE</i> | | | | |
|--|--|---|--|---|---|
| | 1 Involvement of Share- holders | 2 Clarification of Learning Results and Academic Standards | 3 Gathering and Analysis of Data | 4 Assessment of Quality of School Program and Student Learning WASC/CDE Schoolwide Criteria: -Curriculum & Instruction -Assessment & Accountability -Support -Culture -Leadership & Staff -Vision & Purpose | 5 Development of Schoolwide Action Plan and Monitoring Process |
| MODEL PROCESS | | | | | |
| Tasks 1 & 2 Task 1: Refine the student/community profile, based on analyzed and disaggregated data. Clarify the expected schoolwide learning results (schoolwide learner outcomes). Task 2: Summarize implications of the data; identify 2 to 3 critical academic needs; determine important related questions for home/focus groups. | ✓ | ✓ | ✓ | | |
| Task 3 Summarize the progress based upon the schoolwide action plan, i.e., the Single Schoolwide Action Plan for Student Achievement that included critical areas of follow-up from the last full self-study. | ✓ | | | | ✓ |
| Task 4 Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs. Synthesize the information, determine strengths and growth needs, and identify potential action steps. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Task 5 Revise the comprehensive schoolwide action plan, i.e., the Single Plan for Student Achievement. Define schoolwide and subgroup growth targets. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan. | ✓ | ✓ | | | ✓ |

FOCUS ON LEARNING JOINT PROCESS WASC/CDE



Expected Outcomes of the Improvement Process

1 →

The involvement and collaboration of all staff and other shareholders to support student achievement

2 →

The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards

3 →

The gathering and analyzing of data about students and student achievement

4 →

The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria

5 →

The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Task 1: Refine student/community profile based on the analyzed and disaggregated data; clarify the expected schoolwide learning results

Task 2: Summarize the implications of the profile data; identify 2 to 3 critical academic needs; determine important related questions for home/focus groups

➔ **Note:** The purpose of this profile is to provide a source of basic data that can be used for other statewide program processes.

Product

- **Task 1:** Self-Study Report: Chapter I: “Student/Community Profile—Data and Findings”
Provide interpreted findings, noting trends, irregular patterns or anomalies for the data (see profile guide)
 - Demographic data
 - Student performance data
 - Perception data
- **Task 2:** Self-Study Report: Chapter II: “Student/Community Profile — Overall Summary from Analysis of Profile Data”
 1. What are the implications of the data with respect to student performance?
 2. Select two to three critical academic needs based on the data, noting the correlated expected schoolwide learning results (schoolwide student goals).
 3. List important questions that have been raised by the analysis of the student performance, demographic, and perception data. (These will be used in the home and Focus Group work.)

Appendix:

- A. Results of student questionnaire/interviews
- B. Results of parent/community questionnaire/interviews
- C. Master schedule
- D. School accountability report card (SARC)
- E. CBEDS school information form
- F. Graduation requirements
- G. Any pertinent additional data or have on exhibit during the visit
- H. Budgetary information, including budget pages from the school’s action plan (i.e., the Single Plan for Student Achievement)
- I. A list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science

Participants

- Leadership Team and/or Student Profile Committee
- All Shareholders (suggestion: use Home Groups, Schoolwide Focus Groups, or total staff)

Procedures for Task 1 and 2

1. Leadership Team and/or Student Profile Committee:

Select all pertinent data that is relevant to the success of students in your school. See the list at the end of this task.

The Student/Community profile should include both demographic data, describing your school, its students and staff and performance or *outcome data*, describing your students' achievement. A summary of information or *perceptions* collected about how shareholders view the school may also be included. Much of the data listed in this task can be gathered from the following website: www.cde.ca.gov.

2. Leadership Team and/or Student Profile Committee:

- a. Review the student/community profile guide and the current student/community profile. (See following pages.)

➔ **Note:** Much of the data that the school already has may be an integral part of the school's Single Plan for Student Achievement. This data should be expanded to include the other information requested in the profile guide, if applicable. This will enable the school to have one basic profile for use with all statewide program processes.

- b. Gather the needed additional demographic and student performance data.
- c. Present data through the use of appropriate charts, tables, and graphs.
- d. Disaggregate as appropriate, interpret and analyze the data.
- e. Comment on trends, irregular patterns or anomalies for the data (e.g., CSTs, AYP, API, CAHSEE, CELDT/AMAOs 1 and 2).
- f. Include any student and/or parent survey data.

3. Leadership Team and/or Student Profile Committee:

- a. Review beliefs, philosophy, and vision of the school, and existing schoolwide learner outcomes (expected schoolwide learning results). Utilize the profile data and discuss the critical student learning needs and future challenges and needed competences. Refine the learning results and indicators as needed. Include the learning results and any pertinent comments in the profile. (**Note:** New schools should also describe the process to determine or clarify these.)

4. Leadership Team and Student Profile Committee

Provide an overall summary of what these data sources tell about student achievement and the school community.

- What are the implications of the data with respect to student performance?

- Select two to three critical academic needs based on the data, noting the correlated expected schoolwide learning results (schoolwide student goals).
- List important questions that have been raised by the analysis of the student performance and demographic data.

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

5. Leadership Team and all Schoolwide Focus Groups:

- a. Disseminate this draft profile to all certificated staff and other shareholders; hold group discussions based on the following questions:
 - Who are the students?
 - How are they performing?
 - Who's achieving? Who's not achieving?
 - Is there agreement on the identified critical academic needs and important questions? Are there additions?

b. **Address the critical academic needs and questions through the Home and Schoolwide Focus Group meetings.**

6. Leadership Team: Distribute the final profile to all shareholders for use throughout the self-study process and include in the self-study report.

➔ **Note:** The Focus and Home Groups will use the profile as an important data source, especially data related to the identified critical academic needs and other important questions raised by the data.



Self-check questions:

- Has the Leadership Team gathered and analyzed all required and other pertinent data in order to identify the characteristics and trends of achievement of ALL the students?
- Has the Leadership Team produced a “user-friendly” profile for all shareholders?
- Have the certificated staff members and other shareholders discussed the profile?
- Do the shareholders understand how to use the profile to guide further inquiry about student achievement and the school programs?

WASC/CDE STUDENT/COMMUNITY PROFILE GUIDE

➔ **Note:** In the Appendix, include the School Accountability Report Card, graduation requirements, CBEDS School Information Form, master schedule, copies of any surveys used and summaries of results, school budget pages, the budget pages from the current Single Plan for Student Achievement, and a list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, Social Studies, and Science. Other information may also be included.

Demographic Data:

Comment on trends, irregular patterns or anomalies for the data areas.

1. Community
 - a. brief description of the community served by the school
 - b. family and community trends
 - c. state/federal program mandates
 - d. parent/community organizations
 - e. community foundation programs
 - f. school/business relationships
2. WASC accreditation history for school
3. School purpose (e.g., beliefs, philosophy, mission) and expected schoolwide learning results (schoolwide learner outcomes).

➔ **Note:** New schools also should describe the process used to develop the learning results.
4. Status of school in terms of student performance including the following:
 - a. Is the school a Title I school? If so, is it schoolwide or targeted assistance? What is the Title I service provided to these students?
 - b. Did the school meet Adequate Yearly Progress (AYP) for the past two years? Is the school identified as Program Improvement? What year? (e.g., PI 1, 2, 3, 4, etc.)
 - What factor(s) led to not meeting AYP for two consecutive years and/or led to the program improvement status? For example, participation rate, lack of achievement in reading and/or mathematics in one or more of the subgroups, graduation rate, or lack of progress on API.
 - PI Schools: Include in the profile the results of the latest Academic Program Surveys (APS)
 - c. Does the school have any outside providers or external evaluators that are currently working with the school?
 - d. Does the school have either a corrective action plan or joint intervention agreement?
 - e. Is the school under any state or federal imposed deadlines for improvement or evidence of growth in student achievement for identified subpopulations or the entire school populations?

5. Enrollment
 - a. Grade level
 - b. Gender
 - c. Ethnicity
 - d. Predominate primary languages other than English (e.g., Spanish, Hmong)
 - e. Title I
 - f. Special needs and other programs (e.g., AP, Honors, AVID, Special Education (number/percent resource and special day), Migrant Education, Indian Education, GATE)
6. Language Proficiency Numbers for the following:
 - a. English language learners (EL)
 - b. Fluent — English proficient (FEP)
 - c. Redesignated FEP (R-FEP)
7. Attendance
 - a. Mobility or transient rate
 - b. Average daily rate of attendance
 - c. Truancy rate
 - d. Tardiness rate
8. Discipline Referrals, Suspension and Expulsion Rates (disaggregated) and Crime Statistics
9. Socioeconomic Status
 - a. Free/reduced lunch status
 - b. AFDC status
 - c. Parent education level
10. Description of the safety conditions, cleanliness and adequacy of school facilities
11. Staff
 - a. Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes
 - b. Percent of teachers who have met the highly qualified teachers' requirements of ESEA
 - c. Number of National Board Certified Teachers
 - d. Percent of teachers instructing outside credentialed areas and include an explanation
 - e. Number of teachers with emergency permits
 - f. Number with advanced degrees
 - g. Years of educational within the district and total number of years in education
 - h. Specialized training/intern programs, e.g., number in CLAD, BTSA or other teacher induction programs
 - i. Number of teachers in an intern program
 - j. Gender

- k. Ethnicity
- l. Attendance rates of teachers
- m. Number and assignment of paraprofessionals who meet the requirements of the Elementary and Secondary Education Act (ESEA)
- 12. Professional development programs/activities and numbers participating (e.g., BTSA, training in content areas or in instructional approaches, departmental activities, university programs)
- 13. Content of staff development and numbers participating (e.g., programs, activities and numbers)
- 14. Student participation in co-curricular activities and extra-curricular activities
- 15. District policies/school financial support
 - a. Expenditures per pupil
 - b. Monies from other funding sources, e.g., Title I, grants, foundations

Student Performance Data:

Comment on trends, irregular patterns or anomalies for the data areas.

➔ **Note:** Data should be disaggregated to reflect the achievement of all significant subgroups including EL and Special Education. Three years of data, if possible, should be included. Include state scores and the Elementary and Secondary Education Act (ESEA) achievement targets for other comparative points.

- 1. Academic Performance Index (API)
 - a. Latest 3 years of API performance, including significant sub-populations. Has the school met the growth target? Have all subgroups met targets?
 - b. School Ranking and Similar School rankings (at least three years)
- 2. California Standards Test (CSTs)
 - a. Multi-year grade (9–11) level scores by proficiency levels: advanced, proficient, basic, below basic, far below basic.
 - b. Multi-year grade level scores of significant sub-populations by proficiency levels: advanced, proficient, basic, below basic and far below basic.
 - c. Reviewing the above CST scores in ELA and Algebra, what % of 9th grade students may be intensive or strategic students?*
 - d. (Note: It may be helpful to include the state scores as a comparative point at certain grade-levels or with significant sub-populations.)
- 3. California High School Exit Exam (CAHSEE)

*As a guide, students as those scoring at the Basic and Below Basic Levels on the CSTs may be Strategic students; and students scoring in the Far Below Basic and Below Basic Levels may be intensive students. Intensive and Strategic students are those students who are scoring below grade level and need additional support to learn grade level standards. It is for the Intensive students that high schools need to consider SBE approved reading intervention programs (after further diagnostic testing). For additional information see the ELA and Math Frameworks and the Academic Program Survey (APS).

- a. Tenth Grade initial testing of all 10th grade students and significant sub-population scores (passing rate and percent meeting the AYP target of 380 mean scale score).
 - b. Eleventh (11th) and twelfth (12th) grade disaggregated by significant subpopulations (the number/percent tested and percent of students passing).
 - c. Sub-test scores for 10th, 11th, and 12th grade.
4. Adequate Yearly Progress (AYP): Show data for all students and numerically significant sub-groups: annual measurable objectives (AMOs), participation rate, API, and graduation rate.
5. California English Language Development Test (CELDT) assessment results number and percent of students at each proficiency level.
6. Local assessments [e.g., end of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level and performing below the 7th grade level in math; formative curriculum embedded assessments; results of the Academic Program survey (APS)].
7. College SAT and/or ACT results, including numbers of students taking the exams and percentage approved for CSU Early Assessment Program.
8. Advanced placement test results, including number of students enrolled in AP courses and percentages taking the exams and percentage of students passing exams.
9. Number of students meeting University of California a–g requirements; number enrolled in the UC-approved courses.
10. Number of students taking Algebra by grade level (at least three years of data); specifically track the percentage of 9th graders taking a course below the level of Algebra.
11. Report card analyses percentage of D's and F's for last three semesters.
12. Completion Rates
 - a. Graduation rates (See AYP or CBEDs data)
 - b. Number of entering freshmen compared to exiting seniors (**Note:** Comment on irregular patterns or anomalies.)
 - c. Dropout rates
 - d. Post-enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce

Process and Perception Data

- Results of surveys about how shareholders view the school (students, parents, staff, community)
- ➔ **Note:** See www.cde.ca.gov, *2010 Single Plan for Student Achievement: A Guide and Template for Creating/Updating the Single Plan for Student Achievement*, especially the suggested surveys in Step Two.

Task 3: Summarize progress since previous full self-study

Product

- Self-Study Report
Chapter III: “Progress Report”

Summary of progress on the entire action plan that incorporates all critical areas of follow-up from the last full self-study.

➔ **Note:** Have available for review by the Visiting Committee prior progress reports and earlier (annual) versions of the schoolwide action plan, i.e., Single Plan for Student Achievement.

Participants

- Leadership Team
- All Shareholders

Procedure

1. In this progress report or in the student/community profile, describe any significant developments that have had a major impact on the school or specific curricular programs since the last full visit.
➔ **Note:** Schools that have had initial visits respond to the recommendations left at that time.
2. Describe the school’s procedures for the implementation and the monitoring of the schoolwide action plan. Address how the school has included state accountability requirements, e.g., integration with the Single Plan for Student Achievement or SAIT plan. Include how annual progress reports, including the third year report, have been prepared.
3. Comment on the accomplishment of each schoolwide action plan section; cite evidence, including how each area has met the identified student growth targets and contributed to the accomplishment of one or more expected schoolwide learning results (ESLRs) for all students.
➔ **Note:** When citing evidence, reference the student performance profile data as appropriate. Show how the school’s plan accomplished the *critical areas for follow-up* from the last full self-study and visit. In addition, include recent efforts to implement and address state accountability requirements.



Self-check questions:

- Did the school address each section of the action plan?
- Did the school meet its growth targets?
- Does the report show how each section impacted student accomplishment of one or more expected schoolwide learning results?
- Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?

Task 4: Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information, determine strengths and growth needs and identify potential action steps

Product

- Self-Study Report
Chapter IV: “Self-Study Findings”

For each category of criteria, prepare a brief summary that includes:

1. findings and supporting evidence for each of the criteria guide questions
2. a list of strengths
3. a list of prioritized growth areas

➔ **Note:** The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture

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

Participants

- Leadership Team
- Schoolwide Focus Groups
- Home Groups

➔ **Note:** Over a period of months there will be meetings of Home and Schoolwide Focus Groups, the results of which are mutually shared. If these are carefully planned, there do not need to be an excessive number of either Home or Focus Group meetings. Home Groups are typically organized around curriculum and other roles/responsibilities. Notes or summaries from Home Groups analyzing student work based on the critical academic needs will be used by Focus Groups. Schoolwide Focus Groups are organized around the WASC/CDE criteria categories and concentrate on the analysis of the school program, emphasizing the critical academic needs related schoolwide learning results, and the important questions about students and learning.

Procedures

1. **Leadership Team (and Each Home Group):** Organize a schoolwide analysis of student work and student engagement in learning based on the identified critical academic needs (related schoolwide learning results).
 - a. **Home Groups:** Select academic standards and identify learning activities and assessments that are directly aligned with the academic standards and critical academic needs. Examples include short/long projects, oral/group projects, daily assignments, portfolios, performance activities, and open-ended problem solving situations.
 - b. **Home Groups:** Examine the selected student work, observe students engaged in learning experiences and interview students about their learning with respect to the identified critical academic needs.
 - c. **Home Groups:** Discuss, analyze, and draw conclusions about the quality of the student work and other examined data to assess how well students are performing in relation to the critical academic needs.
 - d. **Home Groups:** Prepare a summary of findings with supporting evidence, including representative student work that shows a range of student performance levels.
 - e. **Home Groups:** Each member of the Home Group will utilize this summary in the forthcoming Focus Group discussions.
2. **Each Focus Group:** Review and discuss all five categories of criteria in order to understand that the criteria are guidelines for systematic school improvement that focus on student accomplishment of the expected schoolwide learning results. These will be used to evaluate the school program.

➔ **Note:** Each Focus Group will be asked to answer the questions for the group's designated criteria and provide supporting evidence.
3. **Each Focus Group:** Discuss the Home Group information gathered and analyzed about the selected critical academic needs, the related expected schoolwide learning results and academic standards. Then examine the school program in relation to the WASC/CDE criteria assigned to the Focus Group.

What do we know about the impact this part of the school's operation has on student learning?
4. **Each Focus Group:** Decide what pertinent data is needed from the Home Groups and other sources in order to compare the school program to the designated WASC/CDE criteria, especially in relation to the identified critical academic needs, related expected schoolwide learning results and academic standards.
5. **Each Home Group:** All members report the results of their respective Schoolwide Focus Groups, including the data and information still needed.

6. **Each Home Group:** Gather and analyze the data and information that is needed by the Focus Groups. Share findings with appropriate Schoolwide Focus Groups.
7. **Schoolwide Focus Groups:** Review all evidence about the designated WASC/CDE criteria.

Begin reflection on the following question:

- How does the current school program impact student learning, especially for these critical academic needs, the related learning results and academic standards?
8. **Schoolwide Focus Groups:** Synthesize the information and data analyzed.
 - For each of the five criteria categories, summarize findings related to the criteria (i.e., respond to the criteria as questions).
 - To what extent does each criteria category contribute to the accomplishment of the critical academic needs, the related expected schoolwide learning results and academic standards?
 - What are the prioritized growth areas that will strengthen the school program in relation to the critical academic needs, the related expected schoolwide learning results, and academic standards and the criteria concepts?
 - What data supports the findings?
 - Identify major areas of strength. Include supporting evidence.
 - Identify and prioritize growth areas. Include supporting evidence.



Self-check questions:

- Was the analysis of the school program done in relation to the accomplishment of the **critical academic needs**, the **expected schoolwide learning results**, **academic standards**, and the **criteria concepts**?
- Was the accuracy of the findings discussed?
- Did discussion occur about how the findings relate to supporting the learning needs of all students?
- Were responses provided for all the criteria guide questions with supporting evidence?

Task 5: Revise the comprehensive schoolwide action plan; define schoolwide and subgroup growth targets; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

➔ **Note:** The product is a revised Single School Plan for Student Achievement based on the results of the self-study. The school integrates the school initiatives into one overall plan. (See the comparison chart in this task.) See www.cde.ca.gov, *2010 Single Plan for Student Achievement: A Guide and Template for Creating/Updating the Single Plan for Student Achievement*, especially Appendix H.

Product

Self-Study Report

Chapter V: “Schoolwide Action Plan”

- A. Revise the schoolwide action plan. For each section include the elements listed below:
 - Statement of area for improvement, including growth targets
 - Rationale for area based on self-study findings
 - Link to one or more expected schoolwide learning results
 - Ways of assessing progress, including student achievement of the critical academic needs, expected schoolwide learning results and academic standards
 - Means to monitor and report progress
 - Who is responsible and involved
 - Specific steps, including professional development
 - Timeline
 - Resources
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
 This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the schoolwide learning results. (optional)
- C. Describe the school’s overall follow-up process, ensuring an ongoing improvement process.

➔ **Note: the SC submits the self-study report after final Leadership Team review.**

The SC arranges for the printing of an adequate number of copies and distributes them to the following people/organizations 4 to 5 weeks before the visit:

- **The visiting committee members**
- **One copy of the report on any of the following forms of media:
3-1/2 in. floppy disk, CD, or DVD (reference and support materials are not required) to:
Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, CA 94010**
- **Copies for staff members and other shareholders**

Participants

Leadership Team

All Shareholders via Home and Schoolwide Focus Groups

Procedures

1. Review Focus Group summaries and identified areas for improvement based on the 2 to 3 critical academic needs.
2. Synthesize the identified growth areas into meaningful action plan sections of the long-range action plan.
3. Review the current schoolwide action plan (e.g., Single Plan for Student Achievement) and decide upon appropriate modifications.
➔ Note: The Single Plan for Student Achievement is in harmony with the *WASC/CDE Focus on Learning* process; the findings from the self-study should result in refinement of the Single Plan for Student Achievement.
4. Ensure that growth targets have been established for each priority critical academic need and related expected schoolwide learning results. These growth targets should address subgroups of students.
5. Gather feedback, gain consensus, and ensure commitment of all groups.
6. Make any additional modifications. Revise the plan. Obtain all required approvals.
7. Establish process to monitor student learning based on expected schoolwide learning results, academic standards, and progress on each schoolwide action plan section (i.e., annual progress report to Board and advisory groups).
8. Provide an annual progress report to the Board, school site council and/or advisory groups.



Self-check questions:

- Is the action plan organized around growth targets and benchmarks for each student subgroup?

- Do the action plan sections address the learning needs of all students as identified in the student/community profile?
- Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Are resources dedicated to each growth target?
- Has the action plan integrated the visiting committee suggestions?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders in implementing the various sections of the schoolwide action plan.

One Schoolwide Action Plan — WASC/CDE

WASC Suggested Action Plan Components

- Area of improvement
- Link to schoolwide learner outcomes
- Rationale
- Growth targets
- Ways of assessing student achievement
- Means of monitoring
- Specific tasks/actions
- Who is responsible /involved
- Timeline
- Resources

SPSA (Single Plan for Student Achievement)

- School goal
- Link to LEA goals
- Data used-who was involved
- Growth targets
- Ways of measuring student achievement
- Evaluation of implementation
- Monitoring progress
- Strategies/actions
- Personnel
- Start/completion date
- Funding source/amount

➔ **Note:** The components for the voluntary template of the Single Plan for Student Achievement and the suggested components for the FOL plan are in harmony. The components are identical in concept; the specific actions of the Single Plan for Student Achievement are expressed in more detail.

| WASC SUGGESTED COMPONENTS | SINGLE PLAN FOR STUDENT ACHIEVEMENT COMPONENTS |
|---------------------------------------|---|
| Area of improvement | School goal |
| Link to schoolwide learner outcomes | Link to LEA goals |
| Rationale | Data used—who was involved |
| Growth targets | Growth targets for focus students |
| Ways of assessing student achievement | Ways of measuring student achievement |
| Means of monitoring and evaluating | Process for monitoring and evaluating |
| Specific tasks/actions | Strategies/actions |
| Who is responsible/involved | Personnel involved |
| Timeline | Start/completion date |
| Resources | Proposed expenditures |

**WASC/CDE Tools:
Criteria with Indicators,
Suggested Evidence to Examine,
and Sample Prompts**

WASC/CDE Tools: Criteria with Indicators, Suggested Evidence to Examine, and Sample 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 academic needs*. The tools are organized by the five categories of criteria.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Category B: Standards-based Student Learning: Curriculum

Category C: Standards-based Student Learning: Instruction

Category E: Standards-based Student Learning: Assessment and Accountability

Category E: School Culture and Support for Student Personal and Academic Growth

The purpose of this analysis is to integrate the accreditation processes for both WASC and CDE to ensure an effective, efficient, and relevant improvement process for schools. Indicators have been listed to assist in the deeper understanding of the criteria. In addition, suggested evidence to examine, and sample prompts or questions have been provided for the criteria. These should assist the school in their work of determining the effectiveness of the school's program and operations to support high-quality student learning.

A Self-Study Report template is available and can be found on the WASC website.

The criteria suggested areas to analyze should be used by the Home and the Schoolwide Focus Groups to accomplish Task 4.

➔ **Note:** The following chart will assist schools in the use of the results from the Academic Program Survey on the nine essential program components as they evaluate themselves against the WASC/CDE criteria and indicators.

| WASC/CDE CRITERIA | ACADEMIC PROGRAM SURVEY (APS)/ ESSENTIAL PROGRAM COMPONENTS (EPCs) |
|---|--|
| <p>B1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.</p> | <p>EPC 1: All students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ELA and State Board of Education (SBE) approved instructional materials in Algebra I or Algebra Readiness courses. These materials are implemented daily as designed to support the needs of all students.</p> |
| <p>B2. All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.</p> <p>C2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</p> | <p>EPC 2: The school's master schedule allocates for all ELA and mathematics courses the appropriate daily instructional time in the current district-adopted, core, standards-based ELA and mathematics grade nine and ten instructional programs. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE). This time is given priority and protected from interruptions.</p> |
| <p>E3. All students receive appropriate support along with an individualized learning plan to help ensure academic success.</p> | <p>EPC 3: The annual district instructional/ assessment pacing guides are in daily use in all grade nine and ten ELA and Algebra I/Algebra Readiness courses. All students in the ELA grade nine and ten receive at least the minimum course of study as described by the publisher.</p> |
| <p>A4. A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.</p> <p>A5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</p> | <p>EPC 4: The principal and vice-principal(s) complete a 40-hour administrative training in the standards aligned ELA core or the SBE-adopted intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum.</p> <p>The district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> |
| <p>A4. A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.</p> <p>A5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</p> <p>D2. Teachers employ a variety of assessment strategies to evaluate student learning. Students</p> | <p>EPC 5: All classrooms have highly qualified teachers appropriately credentialed for their assignment(s).</p> <p>All teachers, of ELA, intensive intervention, Algebra Readiness, or Algebra I, including teachers of ELs and SWDs, have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the standards-aligned ELA and/or intensive intervention program or the Algebra</p> |

| WASC/CDE CRITERIA | ACADEMIC PROGRAM SURVEY (APS)/ ESSENTIAL PROGRAM COMPONENTS (EPCs) |
|---|--|
| and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student. | Readiness or Algebra I program used at the school through an experienced, knowledgeable provider. |
| <p>A5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</p> <p>C2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</p> | <p>EPC 6: The school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ELA instructional programs to improve student achievement.</p> |
| <p>D3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.</p> | <p>EPC 7: The district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA.</p> |
| <p>A5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.</p> <p>D2. Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.</p> | <p>EPC 8: The school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA and Algebra/Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers.</p> |
| <p>A6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results.</p> <p>D4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.</p> | <p>EPC 9: The allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA.</p> |

For full text of the APS, see the CDE Webpage at: www.cde.ca.gov/ta/ac/ti/documents/apshigh09.doc.

**Category A: Organization:
Vision and Purpose, Governance,
Leadership and Staff, and Resources**

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards.

Indicators with Sample Prompts

Vision – ESLRs – Profile

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

Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.

Development/Refinement of Vision/ESLRs

The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.

Understanding of Vision and ESLRs

Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.

Regular Review and Revision

The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions. Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a copy of the written vision and schoolwide learning results
- student/community profile data
- research-based knowledge about teaching and learning
- national and state educational issues
- what shareholders groups have been involved in the establishment of the school's vision
- the degree of involvement of these shareholder groups
- the process for reaching consensus among the shareholder groups regarding the vision
- interviews with staff, students, parents, board and district personnel and other shareholders to determine their level of understanding and commitment to the vision
- the process for regular communication with the school community regarding review and revision of other evidence identified by the school
- memos and other written documents
- other evidence identified by the school

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Sample Prompts

Governing Board

There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision and ESLRs

The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Understanding Role of Governing Board

The school community understands the governing board's role, including how parents can participate in the school's governance.

To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?

Governing Board's Involvement in Review/Refinement

The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?

Professional Staff and Governing Board

There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?

Board's Evaluation/Monitoring Procedures

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

Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Complaint and Conflict Resolution Procedures

The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the legal status and organization of the school
- parent participation in the school's governance
- the selection, composition and specific duties of the governing board
- the alignment between the governing authority's policies and the school's purpose and expected schoolwide learning results
- the nature and extent of the school community's understanding of the governing board's role
- the relationship between the duties of the governing board and the responsibilities of the professional staff
- the evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school
- the frequency and regularity of board meetings
- the involvement of the school's authorizing agency in reviewing and monitoring student progress and overall school operations
- the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results
- complaint and conflict resolution procedures
- additional evidence

❖ Additional suggested evidence to examine for Charter Schools:

- the school's charter with respect to the governance structure, organizational charts, size, scope and composition
- the school's policies with regard to selection of board members, conflict of interest, meeting protocols and procedures, and delineation of powers and authority with school administration
- board policies and procedures that are clearly defined and written
- the qualifications of board members to carry out their responsibilities
- additional evidence

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Sample Prompts

Broad-Based and Collaborative

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

Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

School Plan Correlated to Student Learning

The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?

Correlation between All Resources, ESLRs and Plan

There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, the expected schoolwide learning results, and academic standards
- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- the specific benchmarks and accountability tools used in the monitoring process

- indications of the number of staff involved in school action plans
- evidence of student involvement in developing action plans
- other evidence identified by the school

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.

Indicators with Sample Prompts

Employment Policies/Practices

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

Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.

Qualifications of Staff

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

Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.

Maximum Use of Staff Expertise

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

How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

Defining and Understanding Practices/Relationships

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

Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Internal Communication and Planning

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

How effective are the existing structures for internal communication, planning, and resolving differences?

Staff Actions/Accountability to Support Learning

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

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?

Evaluation of Existing Processes

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

To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which the actions of the leadership are directly linked to student achievement of the academic standards and the expected schoolwide learning results; cite examples
- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- strategies for team building used at the school
- the structures for internal communications and resolving differences
- the leadership's processes and procedures for involving staff in shared responsibilities and actions to support student learning
- the level of actual staff involvement in actions focusing on successful student learning; obtained through interviews with staff and administration
- descriptions of collaboration across the school
- employment policies/practices related to qualification/statutory requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise
- the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations
- other evidence identified by the school

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Sample Prompts

Support of Professional Development

The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?

Supervision and Evaluation

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

How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?

Measurable Effect of Professional Development

There are effective operating processes that determine the measurable effect of professional development on student performance.

Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards and the expected schoolwide learning results
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- occurrence and extent of monitoring
- written professional development plan and follow-up to professional development activities
- description of how plan was developed and how priorities are set

- interviews with staff members to learn their perceptions of the purpose and effectiveness of professional development
- the extent to which staff members have taken advantage of professional development options available
- written and verbal assessment of how professional development has impacted student learning and accomplishment of the expected schoolwide learning results
- other evidence identified by the school

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results.

Indicators with Sample Prompts

Allocation Decisions

There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Practices

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

Evaluate the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities

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

Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.

Instructional Materials and Equipment

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

Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

Well-Qualified Staff

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

Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Long-Range Planning

The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- description of the resources which are considered crucial to the operation of the school and its focus on academic standards and expected schoolwide learning results
- availability of materials, space, and equipment to support student learning
- number of staff members and level of professional expertise
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for maintaining the physical facilities
- the procedures for hiring and nurturing a well-qualified staff
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulative, laboratory materials
- the school plan which describes how resources will be utilized
- how resources are being coordinated to support all students accomplishing the academic standards and the expected schoolwide learning results
- how district resources are being applied to students accomplishing the academic standards and the expected schoolwide learning results
- the procedures for regular examination of the master or long-range plan to ensure all students are achieving the academic standards and the expected schoolwide learning results
- the involvement of the school's shareholders in long-range planning
- other evidence identified by the school

A7. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting).

Indicators with Sample Prompts

Long-range Financial (and other Resources) Plan

The school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Decisions about resource allocation are directly related to the school's purpose and schoolwide learning results.

To what extent the school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Are the decisions made about resource allocation directly related to the school's purpose and schoolwide learning results?

Regular Accounting and External Audit Procedures

The school has defined regular accounting and external audit procedures.

To what extent the school has defined regular accounting and external audit procedures?

Budgeting Process — Transparency

The school develops and monitors its annual budgeting process to ensure “transparency.”

Comment on how the school has developed and monitors its annual budgeting process to ensure “transparency.”

Adequate Compensation, Staffing, Reserves

The school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

To what extent does the school provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?

Marketing Strategies

The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Evaluate the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Stakeholder Involvement

All stakeholders are involved in future planning, including addressing long-range capital needs.

To what extent are all stakeholders involved in future planning, including addressing long-range capital needs?

Informing the Public and Appropriate Authorities

The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Evaluate the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

Adequacy of Reserve Funds

The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school?

Decisions-Schoolwide Learning Results

The school bases resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.

To what extent does the school base its resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the long-range financial (and other resources) plan which is regularly reviewed and linked to the school's purpose and expected schoolwide learning results
- defined regular accounting and external audit procedures
- evidence that the school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves
- the marketing strategies used to support the implementation of the developmental program
- the research and information used to form the long-range plan
- the involvement of stakeholders in the future planning
- governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- the adequacy of the reserve funds to ensure the financial stability of the school
- the school's planning process for addressing long-range capital needs (buildings, equipment, endowment)
- decisions about resource allocations are directly related to the school's purpose and the expected schoolwide learning results
- the budgeting process involves board, administration, faculty, and staff, as appropriate
- the annual budget, its development and monitoring process, and its "transparency"
- other evidence identified by the school

A8. Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Indicators with Sample Prompts

Written and Adopted Policies/Procedures

The school has written adopted fiscal policies and procedures for internal controls.

Evaluate the fiscal policies and procedures for internal controls.

Annual Financial Audit

The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Explain how the school addresses the following: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Compliance of Personnel

Personnel follow the fiscal policies and procedures.

Evaluate the degree to which personnel follow the fiscal policies and procedures.

Processes for Implementation of Financial Practices

The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; the monitoring of payroll information; the review of bank reconciliations and deposits/withdrawals of all school financial accounts; the policies and procedures for the use of credit cards and other lines of credit.

Explain the effectiveness of the following: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; the monitoring of payroll information; the review of bank reconciliations and deposits/withdrawals of all school financial accounts; the policies and procedures for the use of credit cards and other lines of credit.

Contracts — Accounting

The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Explain the effectiveness of the following: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the written and adopted fiscal policies and procedures for internal controls
- the school's annual independent financial audit conducted employing generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school resolved to the satisfaction of the charter-granting agency
- written policies on the scope and responsibilities related to an independent financial audit
- the most recent, comprehensive audit by a credible outside CPA using generally accepted accounting practices and following state/federal laws
- the compliance of personnel in consistently following the fiscal policies and procedures
- written policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funds
- the process for monitoring of payroll information
- the process for reviewing bank reconciliations and deposits/withdrawals of all school financial accounts
- the policies and procedures for the use of credit cards and other lines of credit
- evidence that the school has sent its audit reports to the authorizing agency and other government entities as required by law
- evidence that the chartering authorizing agency reviews the annual audit report and responds to any corrective action plans of the school
- protections against mishandling of institutional funds
- the business, accounting, and ethical practices for handling institutional funds
- the contracting process for services, equipment, and materials
- an accounting of all contracts of \$75,000 or more and their purposes
- other evidence identified by the school

Category B:
Standards-based Student Learning:
Curriculum

B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Sample Prompts

Current Educational Research and Thinking

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

Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Area

The school has defined academic standards for each subject area, course, and/or program.

To what extent are there defined academic standards for each subject area, course, and/or program?

Congruence

There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?

Student Work — Engagement in Learning

The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).

How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?

Accessibility of All Students to Curriculum

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

What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?

Integration Among Disciplines

There is integration among disciplines at the school.

To what extent is there integration among disciplines?

Curricular Development, Evaluation, and Revisions

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

Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Policies-Rigorous, Relevant, Coherent Curriculum

The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?

Articulation and Follow-up Studies

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

Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- how current educational research and thinking documents such as the California Frameworks and other related publications are used to assist schools in work with academic standards and expected schoolwide learning results
- the academic standards for each subject area, course and/or program; the intra- and the inter-relationships of these
- the degree of congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results

- student work and student engagement in learning demonstrating the implementation of a curriculum defined by current research
- master schedule
- the extent to which there is integration among disciplines
- process which exist for articulation among and between levels, departments or clusters
- efforts being made to articulate with K-8 feeders schools and local colleges and universities in developing a strong foundation
- demographics and distribution of students throughout the class offerings (to include gender, ethnicity, primary language and students with special needs) (e.g., class enrollment lists)
- how the instructional practices and other activities facilitate access and successful educational outcomes for students who are learning English, economically disadvantaged, underachieving, gifted and talented, average ability; and students receiving educational services
- the procedures used for curriculum development, evaluation and revisions, the curricular organization of the school, including graduation requirements, credits, grading policies, homework policy
- follow-up studies of graduates
- other evidence identified by the school

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

Indicators with Sample Prompts

Variety of Programs — Full Range of Choices

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

What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?

Student-Parent-Staff Collaboration

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

To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?

Monitoring/Changing Student Plans

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

What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?

Post High School Transitions

The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

How effective are strategies and programs to facilitate transitions to post high school options?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a description of the variety of programs available to all students
- the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options

- the extent to which parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals
- the extent to which the student population and surrounding community influences curriculum offerings and choice and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- the extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students
- processes for monitoring students and their plans
- processes for making changes in classes, programs
- strategies for smooth transitions to post high school options (e.g., plans and programs in place which facilitate these transitions)
- follow-up studies of a wide variety of graduates and/or exit surveys
- other evidence identified by the school

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Indicators with Sample Prompts

Real World Applications — Curriculum

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

To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

Meeting Graduation Requirements

The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests
- academic support program to ensure students are meeting all requirements
- process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE
- the extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- other evidence identified by the school

Category C:
Standards-based Student Learning:
Instruction

C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.

Indicators with Sample Prompts

Results of Student Observations and Examining Work

The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.

Student Understanding of Performance Levels

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

To what extent do students know beforehand the standards/expected performance levels for each area of study?

Differentiation of Instruction

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

To what extent is differentiation of instruction occurring and what is the impact on student learning?

Student Perceptions

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

Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and expected schoolwide learning results (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests)
- the extent to which students know beforehand the standard/expected performance levels for each area of study
- the extent to which differentiation of instruction is occurring and its impact on student learning
- student interviews which illustrate the extent to which students recognize the academic standards and the expected schoolwide learning results and the expected level of performance
- the degree of involvement in the learning of students with diverse backgrounds and abilities
- other evidence identified by the school

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Sample Prompts

Current Knowledge

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

Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

Teachers as Coaches

Teachers work as coaches to facilitate learning for all students.

To what extent do teachers work as coaches to facilitate learning for all students?

Examination of Student Work

Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?

Real World Experiences

Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which various learning approaches and learning styles of students are addressed through the instructional approaches
- the extent to which teachers work as coaches to facilitate learning for all students
- student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral and multimedia formats
- student work that demonstrates the extent to which learning is structured so that students organize, access and apply knowledge they already have through such activities as:
 - relating the new information or learning tasks to personal experiences and knowledge
 - using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic
 - utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know
- student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation
- student work which shows the extent to which technology is used to assist students in achieving the academic standards and the expected schoolwide learning result
- student work which illustrates the extent to which current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate

- student work that reflects the materials and resources beyond the textbook available to students, such as
 - utilization and availability of library/multimedia resources and services
 - availability of and opportunities to access data bases, original source documents and computer information networks
 - experiences, activities and resources which link students to the real world
- the extent to which opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students
- other evidence identified by the school

Category D:
Standards-based Student Learning:
Assessment and Accountability

D. Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criterion

The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Indicators with Sample Prompts

Professionally Acceptable Assessment Process

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

Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Basis for Determination of Performance Levels

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

Upon what basis are students' grades, their growth and performance levels determined and how is that information used?

Appropriate Assessment Strategies

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

To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement

A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Curriculum Embedded Assessments

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

Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

Student Feedback

Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?

Modification of the Teaching/Learning Process

Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth

The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the nature and types of student assessment
- how growth is determined and how that information is used
- the basis upon which students' grades and performance levels are determined
- examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English
- how assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- the extent to which assessment is used to improve instruction for students
- examples of progress of all students toward accomplishing the academic standards and the expected schoolwide learning results is monitored

- notes from meetings during which discussions of student progress occur, including lists of participants
- analysis of student work to determine achievement of the academic standards and expected schoolwide learning results, including those students with special needs
- other evidence identified by the school

D3 & D4. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.

The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Indicators with Sample Prompts

Assessment and Monitoring Process

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

To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?

Reporting Student Progress

There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?

Modifications Based on Assessment Results

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

Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which district and board are involved in the review process
- the extent to which school staff is involved in the review process
- the extent to which students and parents are involved in the ongoing review process about student performance

- the means by which student progress toward achieving the academic standards and the expected schoolwide learning results is reported to the community (e.g., forums, newsletters)
- the extent to which parents and district and school board members are kept informed about the assessment results
- examples of responses from community members
- examples of how assessment results have caused recent change in the school's program
- examples of how professional development activities and topics have been determined by schoolwide assessment results
- examples of how all shareholder groups have been involved in a results-driven continuous planning process
- examples of how the site, district and board decisions on allocation of resources are influenced by schoolwide assessment results
- other evidence identified by the school

Category E:
School Culture and Support for Student
Personal and Academic Growth

E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

Indicators with Sample Prompts

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process

Regular Parent Involvement

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

Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.

Use of Community Resources

The school uses community resources to support students, such as professional services, business partnerships, and speakers.

How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?

Parent/Community and Student Achievement

The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- descriptions of the links with parents and community
- how local resources provided by parents and community are identified and utilized
- strategies for involving non-English speaking parents
- strategies and processes for supporting parents as active partners in the teaching/learning process

- how parents and community members are involved in the school's decision-making process
- other evidence identified by the school

E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Sample Prompts

Safe, Clean, and Orderly Environment

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

Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.

High Expectations/Concern for Students

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Atmosphere of Trust, Respect and Professionalism

The school has an atmosphere of trust, respect and professionalism.

To what degree is there evidence of an atmosphere of trust, respect and professionalism?

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning
- the analysis of all aspects of the school with respect to safety regulations
- the degree to which caring and high expectations for all students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect and professionalism
- ways that citizenship and ethical values and behaviors are demonstrated by students
- the procedures and the extent to which current educational research and thinking is shared, discussed, implemented and reflected upon by the staff at the school site
- other evidence identified by the school

E3 & 4. School Culture and Student Support Criterion

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities and opportunities at the school and within the community.

Indicators with Sample Prompts

Adequate Personalized Support

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

To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?

Direct Connections

The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?

Strategies Used for Student Growth/Development

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

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

Support Services and Learning

The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.

Equal Access to Curriculum and Support

All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?

Co-Curricular Activities

School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?

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.

Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Student Perceptions

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

Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Additional Findings

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students

- instructional resources available through library/media services and facilities
- strategies which promote a more personalized approach to learning
- alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- the purpose and effectiveness of the school's EL program and its relationship to the rigorous, standards-based curriculum
- a description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- the extent to which the master schedule reflects the school's support for all students having access to the rigorous standards-based curriculum
- demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- strategies which ensure that all students are successful and connected to the school
 - level of teacher involvement with students in the classroom
 - existence of a curriculum which promotes inclusion
 - level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extracurricular and co-curricular activities, advisorships)
 - homeroom and student advocacy programs
 - systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
 - connections of co-curricular and extra-curricular activities to the school's academic standards and expected schoolwide learning results
 - processes for regular review of student and schoolwide profiles
 - processes and procedures for interventions that address retention, redirection, retrieval
- interviews with students and staff to learn the effectiveness of these strategies
- the extent to which the services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked to provide comprehensive support
- direct connections between academic standards and expected schoolwide learning results and allocation of resources to student support services available to students, such as
 - counseling/advisory services
 - articulation services (into high school, level to level, and post high school)
 - psychological and health services or referral services
- other evidence identified by the school

The Visit

School Self-Study Coordinator Visit Preparation Checklist

- **Finalize schedule and visit arrangements**
- **Self-Study Report distributions**
- **Visiting Committee Report distributions**

1. Self-Study Coordinator (SC) and Visiting Committee Chairperson communicate prior to visit.

Prior to the visit, the visiting committee chairperson will be in communication with the SC and principal to answer questions and give assistance. The principal and the chairperson should establish a date for the chairperson to visit the school for a preliminary visit. During the previsit, 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. The chairperson will maintain regular communication with the school through additional visits, phone calls, faxes, and email. This includes critique of draft sections of the self-study report. (Refer to “Visiting Committee Chairperson Checklist, Previsit Preparation.”)

2. SC makes housing and other arrangements for the visiting committee.

The SC arranges housing and adequate work space for the visiting committee. There should be an area for exhibit materials that support the self-study in the work space. Word processing, copy services, and clerical support should be made available to the visiting committee.

➔ **Note:** Schools directly reimburse visiting committees for expenses incurred during the self-study visit. This includes meals, mileage, and other accreditation visit-related expenses. Lodging should be arranged and directly paid for by the school.

3. After the Self-Study Report is completed, copies are distributed to the appropriate people/organizations. The SC and Visiting Committee Chairperson finalize the schedule for the visit.



Self-check questions:

Have copies of the Self-Study Report been sent to the appropriate recipients?

The SC submits the Self-Study Report after final Leadership Team review. The SC arranges for the printing of an adequate number of copies and distributes them to the following people/organizations four to six weeks before the visit:

- The visiting committee members
- One (1) copy of the report on CD or DVD (reference and support materials not required) to:

Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, CA 94010

- Copies for staff members and other shareholders

4. During the month prior to the visit, the SC and the Leadership Team continue discussion of the implementation of the schoolwide action plan.

Staff members and other shareholders review the schoolwide action plan and the reports by the Schoolwide Focus Groups; they provide feedback to their committee chairpersons. Using this information, the Leadership Team continues to refine the schoolwide action plan. The Leadership Team will share these ideas with the visiting committee.

5. SC completes preparation for the WASC visit.

SC verifies all Visiting Committee visit arrangements: housing, meals, clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. SC ensures the work room and exhibits in the work room and throughout the school, including representative student work that has been analyzed, are available.



Self-check questions:

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

6. During the visit, the shareholders discuss specific issues of the self-study with the visiting committee.

The visiting committee will have extensive dialogue with the Schoolwide Focus Groups and the Leadership Team. Important to these sessions and the subject area/shareholder meetings will be the visiting committee's examination and understanding of the information and evidence that supported the schoolwide findings. Throughout the visit the visiting committee chairperson will regularly communicate with the principal and the self-study coordinator; the visiting committee will meet regularly with the Leadership Team regarding the visiting team's findings.

7. The SC sends copies of the final Visiting Committee Report to WASC, the Intersegmental Relations Office at the California Department of Education, and distributes copies to all shareholder groups.

**Self-check questions:**

Has the final Visiting Committee Report been sent to the appropriate recipients?

The SC sends the **final** WASC Visiting Committee Report to the following:

- **Ten (10) copies of the final Visiting Committee Report to WASC**
Accrediting Commission for Schools
 533 Airport Boulevard, Suite 200
 Burlingame, CA 94010
- **One (1) copy of the final Visiting Committee Report to the Intersegmental Relations Office at the California Department of Education:**
Intersegmental Relations Office
 Secondary, Postsecondary and Adult Leadership Division
 California Department of Education
 Attn: Dr. Carolyn Hamilton
 1430 N Street, Suite 4503
 Sacramento, CA 95814-5901
- **Copies to all shareholders groups**

8. **After the visit, the SC facilitates the integration of the narrative suggestions and critical areas for follow-up left by the visiting committee in the report into a modified schoolwide action plan.**

**Self-check questions:**

Has the modified schoolwide Action Plan been sent to the appropriate recipients?

By June 1 (January 2 for fall visits), the school should send:

- One (1) copy of the **modified Action Plan** to the WASC office
Accrediting Commission for Schools
 533 Airport Boulevard, Suite 200
 Burlingame, CA 94010
- One (1) copy of the **modified Action Plan** to the Intersegmental Relations Office at the California Department of Education:
Intersegmental Relations Office
 Secondary, Postsecondary and Adult Leadership Division
 California Department of Education
 Attn: Dr. Carolyn Hamilton
 1430 N Street, Suite 4503
 Sacramento, CA 95814-5901
- **Copies to all shareholders groups**

9. **One (1) copy of the WASC official accreditation term letter should be sent to the Intersegmental Relations Office at the California Department of Education.** The school should receive the official accreditation term letter from the WASC office in February, May, or July depending upon when the school's visit took place.

Intersegmental Relations Office

Secondary, Postsecondary and Adult Leadership Division

California Department of Education

Attn: Dr. Carolyn Hamilton

1430 N Street, Suite 4503

Sacramento, CA 95814-5901

- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 157.
- The **School Coordinator Checklists** can be found on the WASC website.

Visiting Committee Chairperson Checklist

Previsit Preparation

- ___1. Attend WASC Chair training.
- ___2. Study the school description, the WASC/CDE *Focus on Learning* manual, and the reference cards.
- ___3. Review the five expected outcomes to be accomplished through the self-study:
 - The involvement and collaboration of all staff and other shareholders to support student achievement
 - The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards
 - The gathering and analyzing of data about students and student achievement
 - The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
 - The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan; the involvement and collaboration of each shareholder group in the self-study
- ___4. Review the WASC/CDE criteria, the criteria indicators, suggested evidence to examine, and sample prompts; rubrics, appropriate academic standards, and educational references.
- ___5. Begin regular communication with the principal and self-study coordinator (SC) to answer questions or give assistance.
- ___6. Discuss expense reimbursement procedures with the school and ask if there is any specific reimbursement expense form to be used. Schools are responsible for reimbursing visit expenses directly to members.
- ___7. Arrange a preliminary one-day visit. During the visit, plan to meet with the principal, self-study coordinator, Leadership Team, and other staff members (possibly speak briefly to entire staff or observe the process, if Home or Focus Groups are meeting.) Discuss the logistics of the visit.
- ___8. Communicate with school about the following issues:

➔ **Note:** Begin critiquing draft sections of the self-study, e.g., profile, expected schoolwide learning results, progress report.

 - 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 five to 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. Orientation of staff; training of school leaders and chairs of all groups
- c. Committee organization and membership
 - ➔ **Note:** As long as the school adheres to the *expected outcomes*, there is flexibility in the self-study process. If the school modifies the suggested self-study process, it should explain how the *expected outcomes* have been met.
 - 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 shareholder groups?
 - Are all certificated staff serving on two groups — a Home Group and a Focus Group?
 - Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan? For example, has the school considered maintaining the Focus Groups after the visit to oversee action plan sections?
- d. Progress since previous full self-study
 - If the last full self-study was *Focus on Learning Joint Process WASC/CDE* has the school addressed each section of the action plan?
 - Does the progress report show how each section impacted student accomplishment of one or more expected schoolwide learning results?
 - Did the school show how all critical areas of follow-up were integrated into the action plan?
- e. Development of student/community profile
 - How has the school community gathered and analyzed all pertinent data in order to clarify the characteristics and achievements of ALL students?
 - How has the Leadership Team facilitated the discussion of the profile by all certificated staff members and other shareholders?
 - How will the shareholders use the profile to guide the inquiry into the school programs?
 - How will the Leadership Team ensure that the questions raised from the profile analysis will be integral to the work of the Home and Schoolwide Focus Groups?
- f. Clarification of expected schoolwide learning results
 - What are the focal issues of the school? Where is the school in the process of developing and refining its expected schoolwide learning results?
 - How has the school obtained input from all members of the school community?
 - To what extent is there commitment to accomplishing the expected schoolwide learning results from all certificated staff, all students, and other shareholder groups?
 - How is the school beginning to discuss quality accomplishment of the expected schoolwide learning results?
 - To what extent has the school developed measurable indicators of the expected

- schoolwide learning results and defined their quality accomplishment?
- g. Analysis of curricular program in relation to academic content standards and current educational thinking
 - How are all subject areas beginning the work of aligning their program with academic content standards and expected schoolwide learning results?
 - How are all subject areas beginning to define and measure student performance of these standards?
 - h. Evaluation of the accomplishment of the expected schoolwide learning results
 - How are the expected schoolwide learning results driving the school program?
 - How are the certificated staff members and other shareholders taking an in-depth look at how the expected schoolwide learning results are being accomplished by *all* students?
 - How are the shareholders examining the link between expected schoolwide learning results, academic standards, and other aspects of the school program?
 - How are the shareholders examining the link between expected schoolwide learning results, academic standards, and other aspects of the school program?
 - How are the certificated staff members and other shareholders examining representative student work and observing students working for evidence of quality accomplishment of the expected schoolwide learning results for all students?
 - i. Analysis and synthesis of the quality of the school program in relation to the expected schoolwide learning results, academic standards, and the WASC/CDE criteria
 - How are the Home and Schoolwide Focus Groups analyzing the school program in relation to the concepts of the criteria and the accomplishment of the expected schoolwide learning results?
 - What strategies are being used by the groups to ensure accuracy of the findings discussed?
 - To what extent is discussion occurring about how the findings relate to supporting the learning needs of all students?
 - j. Development of the schoolwide action plan and monitoring process. Action Plan sections include:
 - statement of the area for improvement
 - rationale for area based on self-study findings
 - impact on student learning of academic standards and expected schoolwide learning results
 - who is responsible and involved
 - specific steps
 - timeline
 - resources
 - ways of assessing progress, including student achievement of the expected schoolwide learning results and academic standards
 - means to report progress to all shareholders

- Is the school addressing the major areas of improvement in the plan, including the defining of growth targets?
- How is the school ensuring that the action plan sections enhance the learning of all students as identified in the student/community profile?
- How is the school addressing and measuring the accomplishment of the expected schoolwide learning results through the action plan?
- How is the school implementing a standards-based system through the action plan?
- How has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Is the school examining the feasibility of each action plan section?
- How has the school included the analysis of student learning assessment of progress on each action plan section?
- How has the school ensured sufficient commitment to the action plan, schoolwide and system wide?
- How has the school developed a sound follow-up process that will be used to monitor the accomplishment of the action plan?
- k. 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 work room)?
 - Will the evidence reflect:
 - a linkage to expected schoolwide learning results, academic standards and WASC/CDE criteria?
 - a linkage to identified “growth areas” and action plan sections?
 - all students?
 - Will the visiting committee be provided a general list of available evidence?
- l. The visit schedule
 - How can the schedule maximize time for dialogue with the Schoolwide Focus Groups, the gathering and review of evidence (class and program observations, interviews, examination of student work), and meetings with subject area/support groups?
 - Does the schedule for the visit permit regular dialogue with the Leadership Team regarding preliminary findings, thereby building trust, rapport for ongoing communication and collaboration?
 - What would be effective strategies to use during the Leadership Team, Focus Group, and other meetings?
- m. Visiting committee work room and exhibit area at the school site
- n. Meeting room at school for committee meetings (school to provide LCD projector and other technological equipment as needed)
- o. Computer access and compatibility with the system that the chair will be using for draft report

- p. Clerical support throughout the process
 - q. Housing and visit arrangements
 - r. Copies of previous self-study, mid-term report, and/or revisit committee report as well as other pertinent background materials
- ___9. Receive roster of visiting committee members; begin communication, i.e., letters, calls, fax, e-mail.
- a. Send initial letter, including the school description, to the members; WASC will send WASC/CDE Focus on Learning manual and reference cards 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
 - d. Progress on report
 - e. Progress on housing and other physical arrangements
- ➔ **Note:** Continue the critique of each section, i.e., table of contents, student/community profile, expected schoolwide learning results, progress report, draft Focus Group summaries and action plan.
- f. Appropriate clerical support
- ___11. Send second letter to visiting committee members:
- a. Provide writing assignments of areas to be covered
 - 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 and the expected schoolwide learning results
 - d. *Prior to the visit, require* written questions about issues, concerns, clarifications, and evidence that should be pursued during the visit
 - e. *Prior to the visit, require* written tentative narrative statements for assigned sections of visiting committee report, especially the summaries on the two to three selected expected schoolwide learning results and the criteria categories.
- ➔ **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.
- f. Provide the schedule for the visit

- ___12. Maintain regular contact with school to double check the following:
 - a. Progress of the report, including the continuation of critiquing sample report sections and action plan sections
 - b. Date the school mailed the self-study report
 - c. Preparation of reference/evidence materials for visit
 - d. Receipt of list of reference/evidence
 - e. Availability and knowledge of clerical and technical support
- ___13. 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
 - 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 expenses that will be reimbursed after visit and to keep receipts of any such expenditures
- ___14. Develop a basic visiting committee report format correlated to self-study report chapters. Ahead of time begin writing the following: additional comments about pertinent items not included in the profile summary; response to school's progress report; comments on the self-study process with respect to accuracy and the degree to which the expected outcomes have been met. Include all writing from the visiting committee members. Have the tentative report ready for the initial orientation visiting committee meeting (i.e., Sunday or Monday afternoon).
- ___15. Plan orientation meeting for visiting committee members prior to initial meeting at school (e.g., Sunday afternoon). The meeting should cover:
 - a. Purpose of visit
 - b. Conducting the visit in an atmosphere of collaborative and open communication
 - c. Emphasis upon WASC/CDE criteria, school's expected learning results, and academic standards as the basis for the self-study and visit
 - d. Discussion of school direction(s) and where school is with respect to the development and refinement of expected schoolwide learning results and academic standards
 - e. Discussion of self-study report: trends and perceptions based on expected schoolwide learning results, academic standards, and WASC/CDE criteria (questions, concerns and tentative written comments); type of verification needed
 - f. Discussion of ways to gather and review evidence
 - g. Review of initial meeting with school and overall schedule, including important strategies to use during the meetings
 - h. Review of accreditation term determination and summary for the Commission
 - i. Reminder 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.
 ➔ **Note:** See #14 above.
- ___2. Conduct initial meeting with school's Leadership Team that includes a reflective discussion on the general perceptions gleaned from the self-study report (planned jointly with principal and self-study coordinator prior to visit)
- ___3. Facilitate the visit; keep in mind the following:
 - 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 and review of evidence occurs throughout the school. This includes class/program observations, interviews, examination of student work and other data, subject area/support group meetings.
 - 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 accomplishment of the expected schoolwide learning results and the WASC/CDE criteria.
 - k. Coordinate the preparation of the visiting committee report.
- ___4. At all visiting committee meetings during the three and a half days, facilitate the dialogue about the school's program and its impact on student learning in relation to the expected schoolwide learning results, academic standards, and the WASC/CDE criteria.
- ___5. Regularly communicate with the school leaders, including the Leadership Team, about visiting committee findings and their implications for refinement of the schoolwide action plan.
- ___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 expected schoolwide learning results, academic standards, and the WASC/CDE criteria.
 - a. Ensure the Leadership Team has an opportunity to ask questions and clarify areas of the report.

- b. Point out that after the visit the Leadership Team should integrate the visiting committee's key issues and critical areas for follow-up into the schoolwide action plan.
 - c. 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 and as the visiting committee report is finalized.
- ___8. Have visiting committee members individually review each WASC/CDE criterion within the five categories. Have them individually make decisions regarding the quality of the school's educational program with respect to the WASC/CDE criteria and the other factors impacting the term.
- ___9. Facilitate the visiting committee discussion of the term of accreditation that will be recommended to the WASC Commission.
- ___10. Coordinate the completion of the "Recommended Term of Accreditation" and the "Confidential Summary" for the Commission.
Ensure:
 - a. Alignment between the visiting committee report and the recommended term
 - b. Member signatures on the term recommendation sheet
 - c. Brief description of the discussion and term option considered by the visiting committee
 - d. A clearly stated rationale based upon factors impacting the term 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 term of accreditation. Leave a draft copy of the report with the principal.
- ___13. Continually stress the importance of immediate follow-up to integrate the visiting committee narrative suggestions and critical areas for follow-up into the school's schoolwide action plan for yearly implementation and assessment.
- ___14. Work with self-study coordinator to decide who will send 10 copies to the WASC office.
- ___15. Have visiting committee complete the evaluation of chairperson form (optional).
- ___16. Review visiting committee expense forms and submit to school for reimbursement. (Be sure to keep copies of forms and receipts for your records.)

After the Visit

- ___1. Finalize the necessary WASC forms: the recommended term of accreditation and the visiting committee summary for the Commission.
- ___2. Complete final editing on the visiting committee report. Ensure the school has a final copy of the Visiting Committee Report and 10 copies are received by WASC office as soon as possible after the visit.
- ___3. Keep copies of all WASC forms and visiting committee report.
- ___4. Send the completed member evaluation forms to the Burlingame WASC office.
- ___5. Send appropriate letters of appreciation.
- ___6. Follow up on any outstanding reimbursement payment yet to be received. Contact Jess Whipple at the WASC Office if payment has not been received from the school/district within four weeks after the visit.
- ___7. Communicate to visiting committee members the decision of the Commission on the final accreditation term awarded to the school. This decision is reached either 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

Previsit Preparation

- ___1. Receive first letter from Visiting Committee chairperson that addresses:
 - a. Requests for preferred areas of coverage during the visit
 - b. Training sessions schedule reminders
 - c. The review of accreditation materials
- ___2. Attend WASC member training.
- ___3. Study the school description, the *WASC/CDE Focus on Learning* manual, and the reference cards.
- ___4. Become aware of the expected outcomes of the self-study followed by the school:
 - the involvement and collaboration of all staff and other shareholders in the self-study
 - the clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards
 - the gathering and analyzing of data about students and student achievement
 - the assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
 - the alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan; the involvement and collaboration of each shareholder group in the self-study
- ___5. Review the WASC/CDE criteria, the criteria guide questions, suggested evidence to examine, rubrics and appropriate academic standards and educational references.
- ___6. Receive additional instructions from chairperson, including:
 - a. Writing assignments
 - b. Review of the criteria as the **self-study report is analyzed**
 - c. Prior to the visit, the chair will request members to prepare questions to pursue during the visit. Members will be assigned 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.
 - d. Visit schedule
- ___7. After receiving the self-study report, complete previsit preparation:
 - a. Review the criteria with respect to the analysis of the self-study report; study other pertinent materials (e.g., academic standards).
 - b. Compare school's findings to the concepts of the criteria and the expected schoolwide learning results; critique the schoolwide action plan.

To what extent:

- ✓ do the school's findings and supporting evidence provide a sound basis for determining the effectiveness of the school programs based on the criteria concepts?
 - ✓ was the analysis of the school program done in relation to the expected schoolwide learning results, the academic standards, and the concepts of the criteria, and by all students?
 - ✓ does the schoolwide action plan address the major identified growth areas and enhance the learning of all students as identified in the student/community profile?
 - ✓ are the expected schoolwide learning results being addressed through the action plan?
 - ✓ is the implementation of a standards-based system 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?
 - ✓ do the ways of assessing progress include the analysis of student learning?
 - ✓ is there sufficient commitment to the action plan, schoolwide and system-wide?
 - ✓ is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?
- c. Write questions regarding issues, concerns, clarifications and evidence that should be pursued during the visit and develop tentative narrative statements for assigned sections of visiting committee report. **Send these to visiting committee chair prior to visit.**
- ___8. Receive final communication from chairperson that:
- a. Confirms receipt of school self-study
 - b. Offers assistance and clarification of tasks
 - c. Confirms initial meeting time and visit logistics
 - d. Reviews how reimbursable expenses are to be handled
- ___9. Bring the following materials to visit:
- a. *WASC/CDE Focus on Learning* manual
 - b. Reference cards
 - c. Self-study report
 - d. All notes
 - e. Credit card or cash to cover reimbursable expenses
- ___10. Arrive on time for initial meeting and have no other commitments during 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/CDE 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 expected schoolwide learning results 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. Structure the gathering of evidence (class/program, observations, interviews, examination of student work and other information, dialogue with Home Groups) should be scheduled so the needed appropriate information is obtained.
- ___7. Assure teachers that classroom visits are not evaluative but are planned to observe the general instructional 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 to responses to questions.
- ___10. Concentrate on being a good listener. Be aware of nonverbal feedback.
- ___11. Meet and lead discussions with the school self-study 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 self-study 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 negotiable.
- ___14. Work cooperatively with all other visiting committee members as findings are discussed and decisions made.

- ___ 15. Write quality responses according to the suggested guidelines. Make sure they reflect the important concepts of the criteria in order to serve as guidelines for an effective educational curricular program.
- ___ 16. Give feedback to all staff, noting the regular meetings with the Leadership Team, and regarding findings as a result of the ongoing visit.
- ___ 17. Meet 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.
- ___ 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/CDE criterion within the five categories and overall findings. Individually make decisions regarding the quality of the school's educational program with respect to the WASC/CDE criteria and the other factors impacting the term.
- ___ 21. Participate in the visiting committee discussion of the Recommendation for a Term of Accreditation with respect to the WASC/CDE 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 term and the visiting committee report.
- ___ 23. Complete the expense voucher and submit to the chair for submission to the school for reimbursement. (Be sure to keep a copy of all forms and receipts.)
- ___ 24. Complete and submit the optional chair evaluation form.
- ___ 25. Participate in the presentation of the findings to the entire staff. The recommended term of accreditation is confidential; don't imply the recommended term of accreditation.
- ___ 26. Support and encourage the school in its ongoing follow-up.

Sample Schedule for Visit

The following sample schedule is provided for full self-study visits to California public schools. This schedule should be adjusted by the school and Visiting Committee (VC) chair to fit the local situation. In the self-study process, it is very important to allow enough time for extensive dialogue with the Schoolwide Focus Groups and the Leadership Team; this discussion will include the examination of evidence used to determine growth areas by the shareholders. 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 VC chairperson should be in regular communication with the principal 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 VC 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 VC 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 VC |
| 5:00–6:00 PM | Brief meeting with the governing board, district, school and/or community representatives |
| 6:00–7:00 PM | Meeting with parent/community committee |
| 7:30 PM– | Dinner and Meeting of VC to debrief, receive instructions from the chair, organize the work of the committee, and examine supplementary materials |

First Day

| | |
|-------------------|--|
| 7:15–8:00 AM | Meeting with Leadership Team (total VC team) |
| 8:00–8:30 AM | Meeting with principal and VC chair (possibly other VC members) |
| 8:00–11:45 AM | Gathering of Evidence: class/program observations, interviews, examination of student work |
| 11:00–11:45 PM | Meeting with student committee (VC reps.) |
| 11:45 AM–12:00 PM | Brief Meeting of VC |

| | |
|---------------|---|
| 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 Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting) [Suggestion: Possibly have the Curriculum and Instruction Focus Groups on first day and have Assessment on second day plus possibly another Focus Group] |
| 4:30–7:00 PM | VC debrief/discussion and writing individually or in pairs |
| 7:00–8:00 PM | Dinner/Discussion of Findings (VC 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

| | |
|-------------------|--|
| 7:15–8:00 AM | Meeting with Leadership Team (VC reps.) |
| 8:00–8:30 AM | Meeting with principal and VC chair (possibly other VC) |
| 8:00–11:45 AM | Meetings with subject area staff, counselors, support staff, classified staff, and administration (Suggestions: 45 minute meetings with VC reps; subject areas may be clustered) Gathering of Evidence: class/program observations, interviews, examination of student work |
| 11:45 AM–12:00 PM | Brief Meeting of VC |
| 12:00–1:00 PM | Lunch in the school cafeteria; informal contact with student and staff |
| 1:00–2:30 PM | Meeting with Ad Hoc student group (VC reps for 45 minutes) Gathering of Evidence: class/program observations, interviews, examination of student work |
| 1:30–2:30 PM | District meeting at the school site (VC chair and reps.) |
| 2:30–4:30 PM | Meeting with Focus Group(s) for 1-½ to 2 hours (at least two VC per Focus Group meeting) |

| | |
|------------------|--|
| 4:30–7:00 PM | VC debrief/discussion and writing individually or in pairs; identification of schoolwide strengths and critical areas for follow-up |
| 7:00 PM– | Dinner (VC alone) and work on draft report |
| Third Day | |
| | (Check out of hotel prior to departing for school) |
| 7:15–8:00 AM | Meeting with Leadership Team (total VC) |
| 8:00–8:30 AM | Meeting with principal and VC chair |
| 8:00–11:00 AM | Completion of draft report, contacting school staff as needed |
| | Completion of draft documentation/justification statement |
| 11:00 AM–1:00 PM | Meeting with the Leadership Team and others invited by the school to discuss/clarify findings of visit and the VC report — ALL Leadership Team members have copy of draft VC report |
| 1:00–3:00 PM | Closure on issues raised in the earlier session discussing the draft VC report; the VC may revise the report as a result of this meeting; the final draft of the report is completed during this session |
| | Completion of the “Recommendation for a Term of Accreditation” and the “Documentation/Justification Statement “ |
| | Finalization of expense forms, evaluations, exit PowerPoint presentation for closing session |
| 3:00–3:30 PM | Oral Report to staff/shareholders using a PowerPoint Projector; the principal is encouraged to invite representatives of students, classified staff, and community to attend |
| 3:30–4:00 PM | Final draft of report left with principal; departure of VC |

Visiting Committee Report Format

Title Page

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

Chapter I: Student/Community Profile

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

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comment on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school's expected schoolwide learning results.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other shareholders to support student achievement
 2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)
 3. The gathering and analyzing of data about students and student achievement
 4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
 5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning.
- Highlight areas of strength (if any).
- Highlight the key issues (if any).
- 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 (see the *WASC Accreditation Term Determination Worksheet*).

Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.
- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*
- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Areas already identified by the school in the action plan sections
 - ✓ Areas to be strengthened within the already identified areas
 - ✓ 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 V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan.
- Comment on the following school improvement issues:
 - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (*e.g., II/USP, technology plan, staff development plan*)?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, schoolwide and system-wide?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

Accreditation Term Determination

The Visiting Committee will recommend a term of accreditation which will be acted upon by the Accrediting Commission. A term of accreditation is the period of time that best reflects the degree to which (1) the school is a trustworthy institution of learning and (2) the school is implementing an improvement process that will improve student learning. Current terms are six years; six years with a one day review; three years, two years, one year; or denial. 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.

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

1. Involvement and collaboration of shareholders in the self-study that accomplishes the self-study outcomes.
2. The defining of the school's purpose through expected schoolwide learning results and academic standards.
3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.
4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.
5. *Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources* that supports high achievement for all students.
6. *Standards-based Student Learning: Curriculum* that supports high achievement for all students.
7. *Standards-based Student Learning: Instruction* that supports high achievement for all students.
8. *Standards-based Student Learning: Assessment and Accountability* that supports high achievement for all students.
9. *School Culture and Support for Student Personal and Academic Growth* that supports high achievement for all students.
10. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.
11. The capacity to monitor and implement the schoolwide action plan.
12. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

CONFIDENTIAL



Accrediting Commission for Schools

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Sample Recommendation for a Term of Accreditation

Name of School Visited:

Address of School:

Name of District:

Form Used in Self-Study:

Visit:

Date of Visit:

Accredited Grade Span:

Enrollment:

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

| | |
|--|--|
| | A Term of Accreditation for Six Years: A term of six years with a written Progress Report to the School's governing board on the critical areas or major recommendations listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office. |
| | A Term of Accreditation for Six Years with a Review: A term of six years with a complete Progress Report on critical areas or major recommendations and a one-day, on-site review by a two-member committee to be completed not later than the third year of the six-year term. |
| | A Term of Accreditation for Three Years: A term of three years with a Progress Report on critical areas of improvement and action plans, and a two-day visit as a requisite to continued accreditation. |
| | A Term of Accreditation for One or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a warning that unless prompt attention is given to the critical areas or major recommendations, accreditation may be denied. |
| | Denial of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report. |

Note: The Commission reserves the right to grant terms of accreditation 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 chief administrator.

VISITING COMMITTEE MEMBERS

Type or print name

Signature

Committee Chairperson

Date

SAMPLE DOCUMENTATION AND JUSTIFICATION STATEMENT FOR WASC/CDE JOINT PROCESS

[This form is to be used for California public schools only]

For proper processing, please complete the following information:

| | |
|--|---------------------------------|
| Chair Name | Name and City of School Visited |
| Chair's Work Phone | Chair's Home Phone |
| Alt. number during end of June (if applicable) | |
| Email address (if applicable) | |

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.

- **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 term will be based upon a school demonstrating the following:

- 1. The involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes.**

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

Narrative Rationale:

2. The defining of the school's purpose through expected schoolwide learning results and academic standards.

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

Narrative Rationale:

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

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

Narrative Rationale:

4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

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

Narrative Rationale:

5. *Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources* that supports high achievement for all students.

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

Narrative Rationale:

6. *Standards-based Student Learning: Curriculum* that supports high achievement for all students.

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

Narrative Rationale:

7. *Standards-based Student Learning: Instruction* that supports high achievement for all students.

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

Narrative Rationale:

8. *Standards-based Student Learning: Assessment and Accountability* that supports high achievement for all students.

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

Narrative Rationale:

9. *School Culture and Support for Student Personal and Academic Growth* that supports high achievement for all students.

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

Narrative Rationale:

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

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

Narrative Rationale:

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

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

Narrative Rationale:

12. 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:

Provide a brief narrative, which summarizes the Visiting Committee's rationale for the recommended term: *(If there is an unresolved minority opinion please indicate and explain.)*

- **Term options seriously considered**
- **Reasons for the term recommended**

In the comments reflect upon the following:

- The Visiting Committee's discussions and process (summarize as needed in the narrative)
- The degree to which students are learning
- The strengths and growth needs of the school in all areas of the program and operation
- The capacity of the school to implement and monitor the action plan

WASC/CDE Accreditation Term Determination Worksheet

Directions

- Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the **schoolwide strengths and the schoolwide critical areas for follow-up**.
- Individually read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
- As a visiting committee, come to **consensus** on the most appropriate rating. NOTE: The rubrics are guides to assist in the **synthesis of the visiting committee's findings from the self-study and visit**. Other points may need to be brought into the discussion.
- Complete the official "Documentation and Justification Statement."

- ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

| <i>An accreditation term will be based upon a school demonstrating the following:</i> | Highly Effective | Effective | Somewhat Effective | Ineffective |
|---|--|---|--|--|
| 1. <i>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</i> | <ul style="list-style-type: none"> All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need Self-study occurs in an environment of ongoing systemic analysis of school effectiveness | <ul style="list-style-type: none"> All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need Process involved all administrative/instructional staff and some of the other stakeholders. Clearly understood vision and purpose Understanding and buy-in of the expected schoolwide learning results by most instructional staff and other stakeholders Staff currently working on indicators that assist in the measurability of quality for the expected schoolwide learning results Staff gaining greater understanding of the importance of expected schoolwide learning results and their relationship to academic standards | <ul style="list-style-type: none"> Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of data and information to determine schoolwide strengths and needs Process focused on a leadership team developing the expected schoolwide learning results Clearly understood vision and purpose; however need for further consensus and understanding of the expected schoolwide learning results by all school administrative/instructional staff and other stakeholders School administrative/instructional staff and other stakeholders just beginning to understand the importance of defining indicators of quality for the expected schoolwide learning results and relationship of goals to academic standards | <ul style="list-style-type: none"> Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of data and information Administrative team developed the expected schoolwide learning results Lack of understanding of the school's purpose and the relationship of the expected schoolwide learning results Lack of understanding of the relationship of expected schoolwide learning results and academic standards |
| 2. <i>Defining of the school's purpose through expected schoolwide learning results and academic standards.</i> | <ul style="list-style-type: none"> All stakeholders involved in a consensus building process that determined expected schoolwide learning results based on a clearly understood vision and purpose Understanding and buy-in of the expected schoolwide learning results by all stakeholders Indicators of quality developed that assist in the measurability of the expected schoolwide learning results Staff understand the importance of the expected schoolwide learning results and their integral relationship to the academic standards | <ul style="list-style-type: none"> Process involved all administrative/instructional staff and some of the other stakeholders. Clearly understood vision and purpose Understanding and buy-in of the expected schoolwide learning results by most instructional staff and other stakeholders Staff currently working on indicators that assist in the measurability of quality for the expected schoolwide learning results Staff gaining greater understanding of the importance of expected schoolwide learning results and their relationship to academic standards | <ul style="list-style-type: none"> Process focused on a leadership team developing the expected schoolwide learning results Clearly understood vision and purpose; however need for further consensus and understanding of the expected schoolwide learning results by all school administrative/instructional staff and other stakeholders School administrative/instructional staff and other stakeholders just beginning to understand the importance of defining indicators of quality for the expected schoolwide learning results and relationship of goals to academic standards | <ul style="list-style-type: none"> Administrative team developed the expected schoolwide learning results Lack of understanding of the school's purpose and the relationship of the expected schoolwide learning results Lack of understanding of the relationship of expected schoolwide learning results and academic standards |
| 3. <i>The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</i> | <ul style="list-style-type: none"> Appropriate disaggregation of all data with clear supporting interpretations Trends and possible issues identified Disaggregated data used by the instructional staff and all other stakeholders as an integral part of the self-study process | <ul style="list-style-type: none"> Data disaggregated where possible with clear supporting interpretations Trends and possible issues identified Disaggregated data used by the instructional staff and other stakeholders | <ul style="list-style-type: none"> Some data disaggregated but with unclear or limited interpretations Trends and possible issues identified to a limited degree Disaggregated data presented to staff and a few other stakeholders in a general manner | <ul style="list-style-type: none"> Incomplete data presented and little interpretation provided for instructional staff and others Data summarized for self-study as time permits and is not used throughout the self-study process |

| | Highly Effective | Effective | Somewhat Effective | Ineffective |
|--|--|---|--|---|
| 4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations. | <ul style="list-style-type: none"> Multiple measures show acceptable progress for all students, i.e., all subgroups of students <input type="checkbox"/> | <ul style="list-style-type: none"> Awareness of the subgroups of students for which stronger achievement is needed and multiple measures show growth targets being reached for these students <input type="checkbox"/> | <ul style="list-style-type: none"> Multiple measures show growth targets are not being reached for many subgroups of students <input type="checkbox"/> | <ul style="list-style-type: none"> Growth targets just beginning to be defined and addressed Multiple measures indicate student achievement is not occurring for many subgroups of students <input type="checkbox"/> |
| 5. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that supports high achievement for all students. | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> |
| 6. Standards-based Student Learning: Curriculum that supports high achievement for all students. | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> |
| 7. Standards-based Student Learning: Instruction that supports high achievement for all students. | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> |
| 8. Standards-based Student Learning: Assessment and Accountability that supports high achievement for all students. | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> |
| 9. School Culture and Support for Student Personal and Academic Growth that supports high achievement for all students. | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> | <ul style="list-style-type: none"> Review criteria in Attachment before making determination <input type="checkbox"/> |
| 10. The alignment of a long-range schoolwide action to the school's areas of greatest need to support high achievement of all students. | <ul style="list-style-type: none"> Analysis of all appropriate data/information about student achievement, school operation and program supports the identified prioritized growth areas <input type="checkbox"/> | <ul style="list-style-type: none"> Analysis of most data/information about student achievement, school operation, and program supports the identified prioritized growth areas <input type="checkbox"/> | <ul style="list-style-type: none"> Analysis of some data/information about student achievement, school operation and program supports the identified growth areas <input type="checkbox"/> | <ul style="list-style-type: none"> Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas <input type="checkbox"/> |
| 11. The capacity to implement and monitor the schoolwide action plan. | <ul style="list-style-type: none"> Process that includes both formative and summative evaluation in place Plan developed collaboratively All stakeholders aware and consent to be involved in implementation Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders Evaluation results will be used to identify priorities and further actions for improvement <input type="checkbox"/> | <ul style="list-style-type: none"> Process includes some formative evaluation but focus is on mainly summative Plan developed collaboratively General awareness and consent to be involved in implementation Plan evaluated annually School staff and periodically other stakeholders informed of action plan progress Actions may be evaluated in terms of student achievement and other factors Evaluation results used to identify further actions for improvement <input type="checkbox"/> | <ul style="list-style-type: none"> General understanding by school administrative and instructional staff about the need for implementation Link of action plan to student learning weak, not clearly understood by administrative and instructional staff and other stakeholders <input type="checkbox"/> | <ul style="list-style-type: none"> Process of implementation not clarified as to who and what will be accomplished Understanding of need and value of action plan linked to high student achievement not understood by administrative and instructional staff and other stakeholders <input type="checkbox"/> |
| 12. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement. | <ul style="list-style-type: none"> Ongoing systemic improvement integral to school's culture <input type="checkbox"/> | <ul style="list-style-type: none"> Addressing prior accreditation findings occurs but not rooted in systemic change at school <input type="checkbox"/> | <ul style="list-style-type: none"> Sporadic addressing of prior accreditation findings occurs <input type="checkbox"/> | <ul style="list-style-type: none"> Little, if any, addressing of prior accreditation findings <input type="checkbox"/> |

The Follow-up: Making Headway

School Self-Study Coordinator Post-Visit Checklist

- **Revise Schoolwide Action Plan**
- **Send copy of Action Plan to WASC and California Department of Education**

- **After the visit, the Self-Study Coordinator (SC) and chief administrator 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 action plan should be sent to WASC and the Intersegmental Relations Office at the California Department of Education.

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 academic standards; this will result in modifications annually of the action plan, including annual Board approval. If the school annually reviews its plan and progress, the reports generated will comprise the major portion of the next self-study.



Self-check questions:

Has the modified Schoolwide Action Plan been sent?

A copy of the modified schoolwide action plan must be sent to the following offices:

Accrediting Commission for Schools

533 Airport Boulevard, Suite 200

Burlingame, CA 94010

Intersegmental Relations Office

Secondary, Postsecondary and Adult Leadership Division

California Department of Education

1430 N Street, Suite 4503

Sacramento, CA 95814

- **The School Coordinator Checklists** can be found on the WASC website.

WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years the school should have been engaged in an ongoing improvement process. Below are brief comments about the **ongoing nature** of WASC Accreditation that focus on student learning and school improvement.

1. Annually update the student/community profile and discuss with all shareholders.
2. Annually summarize progress on the schoolwide action plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the schoolwide student goals (expected schoolwide learning results) and school purpose.
4. Analyze and synthesize data that provides evidence of school progress and complete a three-year report for submission to WASC.
5. Host a one-day review if school was granted a six-year term with a one-day visit (**Note:** If a school received a term of one, two, or three years, progress reports and one or two-day revisits are conducted. The Commission then grants additional years of accreditation or denial dependent upon where the school is in the six-year accreditation cycle.)
6. In preparation for the next self-study (usually 18 months prior to the full self-study visit), ensure that all shareholders are knowledgeable of student achievement data and other current data, including progress on all aspects of the action plan. Utilize the following information with shareholders:
 - a) current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports on the action plan
 - b) the operating schoolwide action plan
 - c) all progress via reports (usually an ongoing summary of action plan progress on computer)
7. Using the WASC criteria, involve shareholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize key findings organized by the categories of criteria.
9. Revise the schoolwide action plan to show what will be accomplished during the forthcoming three to five years.
10. Finalize the self-study report that will include:
 - a) the current student/community profile
 - b) schoolwide student learner outcomes (expected schoolwide learning results)
 - c) overall progress report
 - d) findings and supporting evidence
 - e) schoolwide action plan

Support Information and Suggested Tools

Support Information and Suggested Tools: Working Together

Working Together

This appendix contains several resources that can be used by school teams to inform and support the *Focus on Learning* process. These resources have been developed by Gordon A. Donaldson Jr. and David R. Sanderson, based on their book *Working Together in Schools: A Guide for Educators* (1996; Thousand Oaks, CA: Corwin Press).

In particular, you will find in this part:

Effective Team Practices: From the Literature
(see below)

Framework for Working Together (p. 101)

Developing Team Ground Rules (p. 105)

Clarifying the Team's Mission (p. 106)

WRAP, A Structure for Investigating Together
(p. 107)

Effective Team Practices: From the Literature

Recent studies suggest that effective teamwork arises from team members' attitudes toward each other and their work, their knowledge about one another, and their interpersonal skills. In *Working Together in Schools: A Guide for Educators* (1996; Thousand Oaks, CA: Corwin Press, Chapter 1), Gordon A. Donaldson Jr. and David R. Sanderson emphasize that any form of professional collaboration depends on three crucial qualities:

- ◆ *a commitment to work together;*
- ◆ *an understanding of each other's talents and an acceptance of one another's foibles;*
- ◆ mutual respect and trust.

Interpersonal Skills

Interpersonal skills form the foundation for all group activities (see box below). These interpersonal skills fall into two categories —*listening skills*, which enable us to be attentive to others, receptive, focused on their ideas and concerns; and *group facilitation skills*, which help us to increase group productivity. Donaldson and Sanderson note that interpersonal skills “support the substantive work of a pair or group and sustain the relationships that collaboration needs.”

| <i>Listening Skills</i> | <i>Group Facilitation Skills</i> |
|-------------------------|--|
| Listening | Initiating |
| Being present | Seeking Information |
| Interviewing | Offering Information |
| Reflecting | Clarifying |
| Summarizing | Summarizing |
| | Testing for Consensus |
| | Encouraging |
| | Harmonizing |
| | Expressing Group Feelings |
| | Facilitating the Participation of Others |
| | Compromising |
| | Setting or Testing Standards |

The *group facilitation skills** are further described below.

| Group Facilitation Skills | |
|----------------------------------|---|
| Initiating | Proposing tasks or goals; defining a group problem; suggesting procedures or ideas for getting the task accomplished. |
| Seeking Information | Requesting facts; seeking relevant information about a group concern; asking for suggestions, ideas, or opinions. |
| Offering Information | Offering facts; providing relevant information about group concerns; stating a belief; giving suggestions, ideas, or opinions. |
| Clarifying | Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues before the group; giving examples; defining terms. |
| Summarizing | Pulling together related ideas; restating suggestions after group has discussed them; offering a decision or conclusion for the group to accept or reject. |
| Testing for Consensus | Checking with the group to see how much agreement has been reached and how ready the group members are to consider a decision. |

| | |
|---|--|
| Encouraging | Being friendly, warm, and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity to contribute or be recognized. |
| Harmonizing | Attempting to reconcile disagreements; reducing tension; getting people to explore their differences. |
| Expressing Group Feelings | Sensing feelings, moods, relationships within the group; sharing one's own feelings with other members. |
| Facilitating the Participation of Others | Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks; moving physically closer. |
| Compromising | When their own ideas or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying ideas in interest of group cohesion or growth. |
| Setting or Testing Standards | Checking whether the group is satisfied with its procedures; suggesting new procedures when necessary. |

* Based on materials developed by Sheridan Barker, San Diego County Office of Education.

Certain behaviors can hinder or impede group progress such as the following:

| | |
|----------------------------------|---|
| Dominating | Asserting authority or superiority to influence the group or certain members; interrupting contributions of others; using flattery; patronizing others. |
| Withdrawing | Removing self psychologically or physically from the group; not talking; answering any questions briefly. |
| Avoiding | Changing the topic; being uncomfortable with any conflict; being frequently absent. |
| Degrading | Putting down others' ideas and suggestions; deflating others' status; joking in a barbed or sarcastic way. |
| Being Uncooperative | Disagreeing and opposing ideas; resisting stubbornly the group's wishes for personally oriented reasons; using hidden agenda to thwart group progress. |
| Having Side Conversations | Whispering and having private conversations across the table with another person. |

* Based on materials developed by Sheridan Barker, San Diego County Office of Education.

A Classic Facilitation Model

The classic five steps described by Doyle and Straus provide a useful model for helping groups come to consensus and move forward into taking action (for more detailed information see Michael Doyle and David Straus, *How to Make Meetings Work: The New Interaction Method*, Wyden Books, 1976.)

These steps include:

- **Brainstorming**
Freely generating a list of all the possible options, strategies, or choices that can be made.
- **Clarifying**
Clarifying the ideas involved and considering the impact that the various options, strategies, or choices might have.
- **Narrowing**
Selecting the most crucial or most-agreed upon items in the list.
- **Advocating**
Giving all participants an opportunity to *advocate* for one or more of the choices or possibly ranking options.
- **Coming to Consensus**
Using a democratic process to reach group agreement about what action to take.

Commonly, groups will brainstorm possible strategies or solutions then move quickly to decision-making. Doyle and Straus emphasize the central role of *clarifying* the ideas and impact, *narrowing* the field, then *advocating* in effective group processes.

Team Behaviors

For high-performing teams, a second level of skills also comes into play. In *Empowered Teams*, Richard S. Wellins and his co-authors argue that because “effective teams are not just collections of people” but rather “comprise an entity that is greater than the sum of its parts,” effective team members display certain behaviors that ensure collaboration and support for each other. The box below captures those *key behaviors*.

Key Behaviors for Teams*

- ◆ Assume positive intention.
- ◆ Ask others for their ideas.
- ◆ Offer help without being asked.
- ◆ Accept suggestions.
- ◆ Consider others’ needs, motivations, and skills when offering help or advice.
- ◆ Work with other team members to solve a problem.
- ◆ Recognize and consider others’ ideas.

* Adapted from Donaldson and Sanderson, *Working Together in Schools*, p. 121 which in turn was adapted with permission from R. S. Wellins, W.C. Byham, & J.M. Wilson (1991), *Empowered teams* (p. 146). Copyright © Jossey-Bass, Inc., Publishers, San Francisco: Jossey-Bass. All rights reserved.

Team Ground Rules

Finally, an effective team benefits from spelling out members' commitment in a few crucial ground rules — working agreements to behave in certain ways that nurture the team. In the box below, P. A. Wasley suggests four such agreements:

Team Ground Rules*

- ◆ Everybody commits to the full year; no quitting midstream over differences.
- ◆ If any member asks for help, the rest of the team pitches in.
- ◆ Any member may ask anyone else about his/her performance and responsibilities.
- ◆ No complaining about another team member to a third member unless he/she has first been honest with the person in question.

* SOURCE: Adapted from P. A. Wasley (1995). "Straight shooting." *Educational Leadership*, April, p. 58.

Additional examples are taken from Donaldson and Sanderson, pp. 66-67.

The "Full Value Contract"*

We agree to:

1. Create and participate in a group that is physically and emotionally safe.
2. Work together to achieve individual and group goals.
3. Give and receive honest feedback.
4. Guard against devaluing ourselves and try our best to change this behavior.
5. Let go of negative thoughts and feelings and be willing to move on in the processes of learning, growth and relationships.

* Adapted from *Training Manuals on Teamwork*, Project Adventure, Hamilton, MA.

Ground Rules: A Sample*

Agreeing on ground rules works best when members have the chance to suggest some of their own. This list suggests some possibilities:

1. Listen carefully to each other.
2. Only one person talks at a time.
3. Test underlying assumptions and inferences.
4. Share all relevant information.
5. Be specific--use examples.
6. Give the reasons for what you say and do.
7. Make statements, then invite questions and comments.
8. Disagree openly with anyone in the group.
9. Discuss undiscussable issues.
10. Keep the discussion focused.
11. Don't take cheap shots; avoid put-downs.
12. Participate fully.

* Adapted from R. M. Schwarz (1994). *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups* (pp. 75-86). San Francisco: Jossey-Bass.

Essential Skills and Sensitivities for Facilitation

The text below, for your reference, suggests some of the essential aspects of the facilitator's role.

a. Clarifying the Purpose

Helping all group members know and agree upon what the group is trying to accomplish today and over the long term. This accomplishment is often stated as desired outcomes.

Skills:

Consulting before the meeting with members to prepare everyone for its purpose.

Clarifying purposes and agenda with all members at the outset.

Facilitative Language:

"Our purpose today is to (approve, generate, select, identify, explore, resolve) _____. We will know when we are successful at this task when _____."

"Today we will do steps one and two on our action plan: Step 1 is to identify what we want to know on the staff survey; Step 2 is to decide how we will use the data. What we will not do today is write questions, decide the survey format and the like. Any questions or suggestions? OK, let's start with Step 1."

"There seem to be three aspects to this: what happened in the past, what we can do now, and what to do in the future. Today we are focusing only on what to do now."

b. Encouraging Full Participation

Helping to create a sense of safety for each member and providing entry points into the discussion for everyone throughout the meeting.

Skills:

Establishing full participation as a groundrule at the outset of the meeting

Drawing out silent members and moderating those who dominate

Using a variety of large and small group activities to maximize involvement

Facilitative Language:

(At the meeting's start, perhaps in pairs or trios): "Before we start, let's introduce ourselves and tell why we are on this team."
"How do you feel about being here and what are your expectations for today?" Hear summaries and look for patterns within the group.

"May we hear from someone who hasn't had a chance to talk yet?"

"What are your concerns regarding this topic? Take a moment and tell your neighbor." Hear reports, look for patterns.

During discussion of ground rules:

"Here are some suggestions for how to get the most value out of today's meeting:

1) Please be responsible for your comfort and learning.

The coffee is _____, bathrooms are _____. Don't wait for a break to make yourself comfortable.

2) Be responsible for your own learning. You each know your own learning style—let others know if you need more concrete examples, more information, time to reflect, etc.

3) If we disagree with an idea, let's let the group know. Use the phrase: "I see it a different way."

During the meeting:

"Can we hear from someone who hasn't had a chance to talk yet?"

"A lot has happened in the last 15 minutes. Does anyone need a few minutes to review and reflect?"

c. Promoting Mutual Understanding

Helping group members to hear one another and to blend their individual viewpoints into a group viewpoint.

Skills:

Inviting and verbally reinforcing every contribution to the group's purpose

Restating and asking for clarification when a person's contribution is not heard

Pointing out differences between people and positions and inviting the whole group to explore resolutions and new perspectives

Facilitative Language:

"We've heard a lot of ideas. Is anyone seeing ways of blending them together?"

“It seems that Antonio is advocating for ____ while Alice is recommending (an alternative) _____. Who can help us all to see the differences and similarities in these proposals?”

“Sid, could you paraphrase what Sally said?”... “Sally, did he get it right?”...(If not) “Sally, would you say it again?”

“Paula, you said you felt Ned was disappointed with the way the faculty responded to our report. Would you like to check out that feeling with Ned?”

“Maria, I think Eduardo is saying he wants to increase requirements for all students, not just the middle students. Is that right, Eduardo? ... Eduardo, do you understand what Maria is saying?”

“I think the group is clear about what you want to do, Khalid. What they are asking for is why. Can you help the group understand the reasons?”

“In that last interchange, ‘but’ was used a lot. Let’s try using ‘and’ instead.”

d. Fostering Inclusive Agreements

Helping the group to develop conclusions or plans that include contributions from all participants.

Skills:

Supporting the airing of a wide variety of options for conclusions or plans

Summarizing key points of the discussion in order to test for agreement and readiness for decision-making

Bringing the group to a decision that all can support

Facilitative Language:

“I think I’m hearing agreement on these points. Can we do a quick “thumbs” check? Thumbs up if you agree, down if you disagree, sideways if you’re not sure or don’t care.”

(After seeing thumbs and one or two are opposing the majority view): “O.K., help us understand your concerns with the proposition. What would need to be different for you to feel OK about it?”

or: “Is this a matter of preference or principle for you?”

or: “Are you willing to give it a try, see how it works, and have us check back as a group?”

“Who is willing to help make this move ahead?”

“Are you ready for a decision?” If so: “What did we agree to in our ground rules about how we’ll make decisions like this?”

“What are the values you want to protect in this decision?”

“Before we check for consensus, let’s restate the proposal to be sure we’re all clear about it.” Write it down if necessary.

“Who is willing to help make this move ahead?”

“Write your understanding of the decision the group made today,” and “Test it with a neighbor and edit if necessary.” Now hear some and help the group edit for accuracy.

e. Bringing Attention to Group Conditions

Helping group members to note when the group is feeling frustrated, when it is “clicking,” and when it needs celebration.

Skills:

Listening to the tone of group interchanges and the emotional messages

Interjecting observations (using “I’m aware that . . . or I’m feeling that . . .” statements) about tone and messages when it can help the group to move forward

Providing a time for others to remark on how the group is working and to identify concerns the group might take up to improve itself

Facilitative Language:

“How is the group doing on its ground rule of listening to one another? Share with your partner.” Hear reports and summarize them, checking with the group for accuracy.

“Whoops! Hang on! There are several conversations going on right now. Our group ground rule is to have only one conversation at a time!”

“People seem tired. Do you want to take a break or do you want to push on for 15 minutes?”

“What’s going on right now in the group?”

“Notice that since the morning break we’ve had contributions from nearly everyone. This is one of the goals we set for ourselves!”





“Let’s remember that we agreed to disagree agreeably. I feel that in the last interchange several statements were made that presumed negative motivations from other group members. Did anyone else see it that way?”

“Let’s take five minutes before the end of our meeting and just talk about how the meeting went for each of us. Ted, would you start off? We’ll go right around the circle.”
(Adapted from Kaner, 1996)

Strategies for handling conflict:

- Openly recognize that a conflict exists.
- Summarize points on all sides.
- Begin with areas in which participants agree.
- Restrict the discussion to one point of conflict at a time.
- Insist that the discussion be issue-centered and not person-centered.
- Demand respectful responses.
- Ask other participants for opinions, but do not encourage them to choose sides.
- Work toward a resolution that enables all sides to “win” and maintain a sense of pride.
- Do not take a position unless it is to point out a policy or precedent.

Framework for the Process of Working Together

| | |
|--|--|
|  | <p style="text-align: center;"><i>Convening</i> <i>Establishing members and purpose</i></p> <ol style="list-style-type: none"> 1. One or more individuals identify a purpose that might be fulfilled through collaborative work (0 common need or triggering event). 2. Members are identified and convened who share or might share commitment to this purpose. |
| <p style="text-align: center;"><i>Following Through</i> <i>Taking action and attaining closure</i></p> <ol style="list-style-type: none"> 8. Members take action according to their substantive work plan (#6) and their relational plan (#7). 9. The group monitors its substantive and relational work and evaluates its progress toward its goals; regular assessment of relationships within the group. |  |
|  | <p style="text-align: center;"><i>Contracting</i> <i>Creating the group and the mission</i></p> <ol style="list-style-type: none"> 3. Members negotiate and articulate a more specific statement of the group's mission or goals. 4. Each member's role is negotiated and/or clarified within the group. |
| <p style="text-align: center;"><i>Investigating Together</i> <i>Designing collaborative action</i></p> <ol style="list-style-type: none"> 5. Members research, problem-solve, and decide on strategies they can pursue to fulfill mission. 6. Members identify specific actions and a schedule of actions that promise to have practical impacts. 7. Members identify their individual and collective responsibilities and affirm their commitment to follow through. |  |

Key Questions for the Four Phases of Collaborative Teamwork

The framework presented on the preceding page identifies the four phases in the life of a team (after the model developed by Donaldson and Sanderson in *Working Together in Schools*). Use the spaces below for your own notes. Soon you will have the chance to explore some of these questions as a team.

Questions in the Convening Phase

1. Are we clear about our purpose?
Agreeing about your mission and exactly what you want to accomplish.

2. Are we the “right people” to be leading it?
Considering the membership of the Leadership Team in light of the diversity of perspectives and interests in your school and community.

Questions in the Contracting Phase

3. What will we be doing as a team?
Anticipating the tasks and actions you will be engaging in together.

4. What part of that is each of us expected to do?
Agreeing on your individual roles and responsibilities.

5. What ground rules can we agree on for how we work together?
Creating a set of working agreements about meetings, behaviors, and expectations of each other both when working on the Leadership Team and when facilitating other teams at school.

Questions in the Investigating Together Phase

6. Given our purpose and the tasks we have set, what specific people and groups must be involved and what actions will they take?
7. How can we ensure the meaningful involvement of all key participants in each of the necessary steps?
8. Who among us will be responsible to ensure that all parts of the plan are carried out?

Questions in the Following Through Phase

9. How are things progressing toward our goals? What adjustments must we make?
10. How well are we supporting one another?
11. How will we celebrate accomplishments along the way?

Developing Team Ground Rules

Purpose: To make a few key working agreements about how we will function as a team and as individual members of the team, and to commit ourselves to abide by these agreements.

Task: Brainstorm as many as 15 or 20 ground rules in a few minutes.

(Select a recorder to keep track of your suggestions on a flipchart.)

Then review your own list together, combining similar items and agreeing on a list of perhaps 8-12. Test for full-fledged agreement among all members, and bear in mind that exploring areas of disagreement can be productive and educational for the team.

Suggested Categories:

How will we record our meetings?

How will we manage time?

How will we ensure open communication among us?

How will we handle disagreements and differences among us?

How will we make decisions?

How will we communicate with the rest of the school?

Clarifying the Team's Mission

Purpose: To clarify the purposes of our Leadership Team and come to a shared understanding about our mission.

Task: Consider the following questions together and work toward full agreement about your Leadership Team's mission, captured in a one-sentence statement. (**Note:** The written statement is important, and how you are working together in this discussion is at least as important.)

Key Questions:

1. The team has a formal charge to:
 - Organize, facilitate, and monitor the entire self-study and planning process.
 - Keep everyone focused on the improvement of student learning as the "target outcome" of this process.
 - Maximize the participation of groups and constituencies who will be keys to implementing the plans that will emerge from the process.

Given these purposes,

 - a. Are you each philosophically committed to the school self-study process?
 - b. What are your concerns and doubts about it? (List aspects that you do not fully understand or that you have doubts about.)
 - c. Are you together about the overall goal and direction you are pursuing? (Ask yourselves about the one or two essential outcomes you are aiming for.)
2. Thinking about your leadership role for this process at school, write a brief team mission statement in your own words (begin by brainstorming possible phrases).
3. Are there any additional expectations on the part of the principal, superintendent, faculty, the County Office of Education, or California Department of Education? If so, can they be integrated and coordinated with your mission?

WRAP: A Structure for Investigating Together

Purpose: Provide a four-step process to use when your team is developing a plan to involve colleagues at school in a part of the self-study.

Task: For the next hour, you will be determining how you as a team will plan the activities that will involve your colleagues back at school. You will focus on one of the tasks that you now consider to be immediate and important for your team.

The process you will use is called the **WRAP** process. At the end of your work today, your team should have a plan to implement in your school as early as tomorrow. It should spell out precisely what needs to be done, with whom, and by which members of your team.

W what, who, by when, for whom?

R readiness

A assessing our capacity

P planning next steps

Step 1

W what, who, by when, for whom?

Task: Set some outcome goals by writing an initial draft as follows:

1. What we have accomplished thus far related to our goal:

How we know:

2. What we want the faculty/teams to accomplish now:

3. Who needs to be engaged in doing this “what”:

4. By approximately what date:

5. To be presented to/shared with whom:

Step 2

R e a d i n e s s

Task: Examine how ready the “who” is to accomplish the “what.” There are two critical aspects of readiness: ability and willingness to do the task. Write notes about the *who* as follows:

1. Ability to Do the Task:

Do they have the necessary...

A. Information?

B. Expertise?

C. Opportunity to work together?

2. Willingness to Do the Task:

A. Do they share a commitment to the task and its importance?

B. Does each member of the group have a commitment to working with the other individuals in the group?

Step 3 **■ assessing our capacity**

Task: Your assessment of readiness has told you a lot about the needs of the team or group. Now you can begin your planning *where they are* and thus tailor your plans to the real situation at the school site. Use your readiness assessment to write notes for yourselves about each of the following:

1. What information about the task will the group need to succeed?

2. What training or coaching will members need?
(See *Attitudes and Skills for Coaching*)

3. What roles and responsibilities will group members need to take on
(chairperson, recorder, liaison, facilitator, etc.)?

4. What are the logistical demands this group will face—meeting time, work time, clerical support, other resources?

5. How else can we build commitment and buy-in to the process?

Step 4

P planning next steps

Purpose: To plan how to help the *who* navigate the needs you have identified under the four questions in step 3 in order to organize, encourage, and enable the group to succeed at its tasks.

Task: Write specific plans for yourselves using the following framework on a flipchart:

Title: (what we hope to accomplish or the outcome we are working toward)

| We will . . . | | |
|--|-------------|--------------------|
| | Action Step | Person Responsible |
| A. Information needs | | |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| B. Training/coaching needs (see next page) | | |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| C. Group structuring needs (e.g., pair/share, small group, large group, individual reflection, mixing groups, etc.) | | |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| D. Logistical needs | | |
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Group Assessment

Assess your own needs so you can succeed in these plans. As a group, what needs have surfaced for you as you have identified your actions and the persons to be responsible (for example, your own facilitation skills and your own resource needs)?

**Support Information and Suggested
Tools: Developing Expected Learning
Results**

Expected Schoolwide Learning Results

Definition

An interdisciplinary statement about what all students should know, understand and be able to do by graduation

An expected schoolwide learning result of significance is an expectation that as a result of *meaningful* and *authentic* learning experiences over time, learners will be able to exhibit a *culmination* of their *learning* in a *real world context* that has significant *purpose* and *meaning* for them and others over time. (Adapted from Fontana USD.)

Descriptors

- global
- interdisciplinary
- includes all students
- assessable through measurable indicators
- cornerstone of school improvement along with academic standards

Establishing Expected Schoolwide Learning Results: A Sample Procedure

- Invite shareholders — including staff, students, parents, business people, central office and school board members. Participants should sit at tables to encourage discussion.
- Overview the entire process including “why.” Review the literature. (Participants are going to build a collective meaning of "results" and their purpose.)
 - Give each table one copy of each article used to help them understand where we are in education and where we need to be.
 - Give a very brief introduction for each article. Participants have 15 minutes to read/skim their articles.
 - Expert groups (those who read the same article) meet and discuss their article. (Three minutes per person)
 - Participants regroup and share the main ideas from their articles. (Three minutes per person)
- Table groups discuss, "What are some purposes of the expected schoolwide learning results?" (Five minutes) Then share briefly with the other groups.
- Table groups discuss "What should every student who leaves our school be able to do, know, understand, or value to be successful in the real world?" (The wording here is critical.)
 - Individuals write a maximum of eight expected schoolwide learning results. (10 minutes)
 - Table groups reach consensus, and create a composite list of 10 expected schoolwide learning results. (15 minutes) The individual results may be merged, dropped, or kept intact to create the table's list.
 - Tables pair up, reach consensus, and create a composite list of 12 expected schoolwide learning results.
 - The composite lists of all table pairs are posted, the entire group reaches consensus and creates one composite list of a maximum of 14 expected schoolwide learning results.
- Each group identifies which expected schoolwide learning results are currently assessed formally and which are not.

Subsequent discussions should begin to address how those expected schoolwide learning results could be assessed and how all classes, courses, and disciplines could establish expected learning results that support the expected schoolwide learning results.

Expected Schoolwide Learning Results: Samples

Sample #1

Learner Results for Student Success

Effective Communicators Who:

- Convey significant messages to others both verbally and in writing.
- Receive and interpret the messages of others in an effective manner.

Complex Thinkers Who:

- Apply complex problem-solving processes and critical thinking to real life scenarios.
- Analyze, interpret, and evaluate significant concepts within various contexts.
- Create images to represent significant concepts.

Quality Producers Who:

- Create intellectual, artistic, practical, and physical products.
- Reflect original, high standards and the use of advanced technology.
- Set, pursue, and accomplish realistic and challenging goals for themselves and their peers.

Collaborative Workers Who:

- Use effective leadership skills to foster, develop, and maintain relations within diverse settings.
- Establish and accomplish effective goals with others.

Self-Directed Learners Who:

- Assess their needs and apply appropriate strategies to learn the identified concepts and skills.
- Use effective goal setting strategies to create a positive vision for themselves and their future in order to set priorities and achievable goals.

Community Contributors Who:

- Contribute their time, energies, and talents to improve the quality of life in our schools, communities, nation and world.
- Demonstrate positive and productive citizenship.

*Casa Roble Fundamental High School
San Juan Unified School District*

La Serna High School will prepare its graduates to be

COLLABORATIVE WORKERS who:

- use effective leadership and group skills while establishing and accomplishing significant goals
- manage interpersonal relationships within culturally and organizationally diverse settings.
- include major stakeholders in meaningful endeavors
- teach others significant competencies and facilitate their growth and development.
- contribute and function in various group roles.

SELF-DIRECTED LEARNERS who:

- plan for the future by setting priorities and achievable goals.
- use self-evaluation while implementing ideas or plans.
- develop, monitor, improve, and use effective learning strategies and self-improvement plans.
- establish and adhere to standards of behavior that will aid in their development.
- overcome obstacles by effective application of skills.

HEALTHY INDIVIDUALS who:

- demonstrate knowledge of diverse cultures that fosters tolerance for individual differences.
- establish, practice and support appropriate hygiene, proper nutrition and physical fitness.
- exhibit self-discipline and accept individual and group responsibility.
- prioritize and use time effectively.
- create and adapt to change.
- demonstrate skills in resolving conflicts through positive, non-violent alternative actions

QUALITY PRODUCERS who:

- develop, create, and support intellectual, artistic, practical and physical works.
- establish and use quality standards.
- implement and use advanced technology.
- organize, analyze, combine and assess essential data in order to create and construct models.

COMPLEX THINKERS who:

- identify, assess, analyze, integrate, and use available resources and information.
- use logical and effective decision-making processes.
- develop solutions to problems and formulate recommendations based on justifiable rationale.
- combine and use higher level thinking skills, processes and competencies to develop and extend their efforts.

COMMUNITY PARTICIPANTS who:

- contribute time, energy and talents to improve the quality of life in their school, community, state, nation and world.
- demonstrate positive and productive citizenship.

EFFECTIVE COMMUNICATORS who:

- convey significant messages.
- receive, interpret and use the messages of others.
- read, write, speak and listen reflectively and critically.

Revised and approved by Key Planners, April
28, 1994
La Serna High School
Whittier Union High School District

Sample #3

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Highland High School will prepare its graduates to be:

Academic Achievers who:

- Meet or exceed the Kern High School District's standards in English, mathematics, science, social studies and other areas as standards are developed.

Effective Communicators who:

- Read and comprehend information, including instructions, a ballot, the newspaper, employment or college application forms and literary works.
- Listen and comprehend information, including paying attention, taking notes and reporting accurately what was presented.
- Speak with confidence within a group and to an audience.
- Demonstrate writing skills through reports, letters, essays, and creative writing assignments.
- Use a computer to develop documents, graphs, and charts.

Complex Thinkers who:

- Use logical decision-making processes.
- Complete projects using a variety of resources.
- Identify, organize, assimilate, analyze, combine and assess essentials in order to create and construct models.
- Develop solutions to problems and formulate recommendations based on justifiable rationale.
- Transfer learned skills to new situations.
- [Synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium. (*Language Arts, State Board Adopted Standards*)
- Construct and judge the validity of a logical argument and give counter examples to disprove a statement. (*Mathematics, California Standards Commission*)

Effective Citizens who:

- Make informed choices, understanding what the choices mean.
- Understand how actions, or lack of actions, affect oneself, others, and the community at large.
- Exhibit good manners.
- Register to vote.
- Demonstrate knowledge of diverse cultures that fosters tolerance for individual differences.
- Demonstrate skills in resolving conflicts through positive, non-violent alternative actions.
- Contribute time, energy, and talents to improve the quality of life for themselves, their school, community, state, nation and world.

Responsible, Self-Directed Adults who:

- Set appropriate and realistic educational, vocational, and personal goals and standards.
- Exhibit good study/work habits that include regular school/work attendance, lack of tardies, and effective time management to accomplish projects.
- Exhibit self-motivation and self-discipline and accept individual and group responsibility,
- Demonstrate how to budget money and handle finances.
- Develop vocational knowledge and skills including completing a job resumé and interview.
- Establish, practice, and encourage appropriate hygiene, proper nutrition, and physical fitness.
- Develop, create, encourage, and support intellectual, artistic, practical and physical endeavors.

Collaborative Workers who:

- Work effectively in groups in various roles.
- Exhibit positive attitudes.
- Use effective leadership and group skills while establishing and accomplishing significant goals.
- Manage interpersonal relationships in a positive manner within culturally and organizationally diverse settings.
- Teach others significant competencies and facilitate their growth and development.
- Create and adapt to change.

Technologically Skilled Workers who:

- Demonstrate competence in the use of a computer.
- Demonstrate competence with other appropriate technological equipment and devices.



Every student will be able to communicate effectively.

For example, the student may:

- Write a logical, coherent essay that clearly follows a task, has a logical structure, includes support for an opinion, and is relatively free of grammatical error.
- Present a speech or dramatic presentation that demonstrates poise, command of language, and clear enunciation.
- Create original prose and/or poetry that shows the emergence of an individual voice and an awareness of the importance of form



Every student will be able to demonstrate the higher order thinking skills of application, analysis, synthesis, and evaluation.

For example, the student may, through discussion, writing, project or other method of presentation:

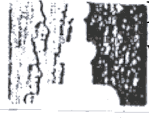
- Transfer learned skills to something new
- Show how to effectively analyze (i.e. take part) and synthesize (i.e. put together).
- Produce a meaningful evaluation.



Every student will be able to integrate the basic skills of reading, writing, and arithmetic into a meaningful activity or project.

For example, the student may:

- Gather data for the purpose of meaningfully presenting it by way of a writing assignment, presentation, etc.
- Create a product that illustrates understanding of a reading task or science/math problem in a new and unique way



Every student will be able to work effectively with others.

For example, the student may:

- Successfully and equitably participate in a group project that involves more than a week of school time.
 - The success of each individual may depend on the success of the group
 - This project may require operating in a democratic process.
 - This project may involve assigning roles.



Every student will have an awareness of the world's various viewpoints, belief systems, and cultures.

For example, the student may:

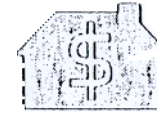
- Discuss – orally or in writing – anything of literacy or historical significance that represents a point of view different from the American mainstream. This point of view may/may not represent the student's own culture.
- Show an ability to communicate competently in a second language.



Every student will have a basic technological literacy.

For example, the student may:

- Demonstrate competence in the use of a computer, which would include properly turning it off/on, properly saving/retrieving files, using basic programs such as wordprocessor/database/graphics, efficiently navigating a network, etc.
- Demonstrate competence with other appropriate technological devices



Every student will be able to demonstrate an understanding of basic living skills.

For example, the student may:

- Devise a personal budget.
- Conduct an analysis of his or her nutritional habits.
- Discuss personal goals as a family member, including the time and financial obligations.
- Report, orally or in writing. On the impact of the environment on the lives of students.



Every student will be a community contributor.

For example, the student may:

- Help other students on campus (e.g. tutoring).
- Without pay, help students outside of the school site.
- Participate in documented community work – volunteering at a hospital, working at a crisis center, participating in a safe-driving program, etc.



Every student will develop a roadmap for the high school years and beyond.

For example, the student may:

- Have a written plan that governs meaningful class selection and extra-curricular participation with long-term goals in mind.
- Have a written plan that outlines his/her possible goals beyond high school graduation.

Support Information and Suggested Tools: Using Academic Standards

Using Academic Standards

Standards-Based Education

Standards are not new to education; educators have always had goals and expected levels of achievement for students. What is new is the vision of a standards-based educational system in which curriculum, instruction, assessment, and reporting to parents, students, and the public are all aligned to a common set of standards.

Focus on Learning is a self-study process that supports the other standards-based accountability processes happening in the school and district. Given the shortage of collaborative time within a school community, it is essential to find ways to align the different external demands so that they genuinely support growth at the school. Understanding the standards-based system may help to envision ways to create such an alignment, furthering the goal of school improvement.

A *standards-based system* has the following features:

- The standards have been defined by community consensus; they represent an agreement about academic achievement between teachers, parents, students, school boards, administrators, business, higher education, legislators, and the general public.
- Academic *content* standards establish an explicit agreement about what students are to learn, grade level by grade level, in specific areas.
- Academic *performance* standards, defined at the local level, describe how students will demonstrate their learning and what level of achievement they must attain.
- The academic expectations are clearly understood by teachers, the students, and their parents. There should be no mystery and no surprises when standards-based results are announced.
- The student is accountable for meeting the standards. The teacher and parents will be held accountable for providing whatever instruction and/or assistance is necessary for the student to meet the standards.

The following table highlights the differences between traditional practice and a standards-based educational system.

Traditional vs. Standards-Based Practice

| Traditional Practice | Standards-Based Practice |
|---|---|
| Select a topic from the curriculum ◇ | Select standards from among those students need to know ◇ |
| Design instructional activities ◇ | Design an assessment through which students will have an opportunity to demonstrate those things ◇ |
| Design and give an assessment ◇ | Decide what learning opportunities students will need to learn those things ◇ |
| Give grade or feedback ◇ | Plan instructional opportunities to assure that each student has adequate opportunities to learn ◇ |
| Move onto new topic | Use data from assessment to give feedback, re-teach or move to the next level |

**Developed by Kate Jamentz of the Western Assessment Collaborative at WestEd.*

As illustrated above, a standards-based system envisions even better communication of expectations and results. It also envisions a continuous inquiry process in which assessment is used to help tailor instruction to meet all students' needs.

Focus on Learning will help schools to continue implementing a standards-based system at the school level. The model process includes collaborative work time in Home (shareholder) and Focus Groups so that teachers, students, parents, and the community can work best together to implement the standards.

Standards-based conversations within the *Focus on Learning* process include the following:

- Offering teachers the opportunity to engage students in conversations about the standards
- Offering parents and the community an opportunity to learn and discuss the standards
- Discussing how the school curriculum is aligned to locally adopted academic content standards
(Locally adopted standards should be at least as “rigorous” as the State Board adopted standards.)
- Investigating specific evidence of student learning and summarizing results in terms of standards
- Engaging in standards-based discussions about the quality of student work
- Identifying overall levels of achievement in each subject area
- Discussing necessary changes in curriculum and instruction to assist students to meet high standards of achievement.

Such conversations help to deepen understanding of the standards-based system for all shareholders. It is then the responsibility of both the district and school administrations, working with teachers, students, and parents, to develop consistency in the use of standards in the classroom and to develop an appropriate long-range action plan that supports ongoing alignment of the school’s program to local standards.

The table on the following page summarizes the capacities and expectations required in a standards-based system.

Overview of a Standards-Based System*

| Evidence of High Standards <i>Students would:</i> | Requisite Teacher Practices** | Requisite Organizational Practices | Requisite Leadership and System Support |
|--|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Be actively engaged in producing high quality work <input type="checkbox"/> Be able to describe what is expected of them and why they're doing it <input type="checkbox"/> Demonstrate the habits of rehearsal and revision <input type="checkbox"/> Discuss work-in-progress in terms of its quality <input type="checkbox"/> Be better able to describe what assistance they need | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the community's expectations for student performance <input type="checkbox"/> Design and conduct instructional activities aligned to standards <input type="checkbox"/> Analyze (and not just to score) student work <input type="checkbox"/> Make fair and credible judgments of quality <input type="checkbox"/> Systematically manage data and plan instruction accordingly <input type="checkbox"/> Communicate specific expectations to students <input type="checkbox"/> Teach students to evaluate their own work <input type="checkbox"/> Be relentless in the pursuit of improved performance <input type="checkbox"/> Give and use feedback as a norm of professional practice | <ul style="list-style-type: none"> <input type="checkbox"/> Articulate a collective and clear purpose defined by standards for all students <input type="checkbox"/> Conduct inclusive, ongoing dialogues about standards <input type="checkbox"/> Maintain the habit of rigorous inquiry and analysis of data <input type="checkbox"/> Provide time for, and maintain norms of collaboration <input type="checkbox"/> Be responsive and flexible in allocating resources to identified needs <input type="checkbox"/> Maintain the habit of adjusting practice in the interest of greater quality and coherence | <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate community-wide input on standards <input type="checkbox"/> Negotiate agreement and build ownership of standards and standards-based practice <input type="checkbox"/> Design and maintain supervision and accountability systems focused on standards <input type="checkbox"/> Invest in assessments that provide credible and useful data to decision-makers at all levels <input type="checkbox"/> Focus professional development resources on standards <input type="checkbox"/> Develop and maintain systems to track resource allocations <input type="checkbox"/> Be guardians of coherence |

*Developed by Kate Jamentz of the Western Assessment Collaborative at WestEd.

**The teacher practices listed here overlap with the five core propositions of the National Board of Professional Teaching Standards (NBPTS): (1) teachers are committed to students and their learning; (2) teachers know the subjects they teach and how to teach those subjects to students; (3) teachers are responsible for managing and monitoring student learning; (4) teachers think systematically about their practice and learn from experience; and, (5) teachers are members of learning communities. For more information see the NBPTS Web site (<http://www.nbpts.org/nbpts/standards/policy.html>).

Evaluating the Rigor of Local Standards

In California, local content standards must be at least as rigorous as State Board of Education adopted standards. *Content standards* can be rigorous in more than one way:

- In the amount of content covered
- In the depth of content covered
- In the timing of curriculum coverage

Each grade-level content standard defines what students should know and be able to do given their level of cognitive development. Schools should ensure that curriculum coverage is aligned to grade-level standards and that the curriculum is at least as challenging and rigorous as is implicit in standards. Classroom instruction, as well as supporting materials, should cover and emphasize the curriculum priorities as outlined in the standards.

Performance standards, defined at the local level, can be rigorous in more than one way:

- In the tests, tasks, and assignments that students complete to demonstrate their achievement
- In the level of achievement identified as “meeting the standard.”

Within a standards-based system, all students should be given multiple opportunities to show their understanding of all of the standards. Multiple assessments helps ensure that all standards are being assessed and that all students have the opportunity to show what they have learned, given their different learning styles.

**Developing
Performance
Standards at the
Local Level**

To further implement a standards-based system, the district and school administrations will develop a strategy for reporting student achievement in terms of locally defined *performance* standards.

As defined by the State Board of Education, performance standards are to be defined according to three levels:

Advanced

This level signifies superior performance.

Proficient

This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Basic

This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade level.

The process of defining local performance standards may also be supported by the *Focus on Learning* process. For example, school teams may do the following:

Develop lists of assignments, tasks, and assessments that show evidence of students' achievement of the content standard(s).

Collect and analyze examples of student work and working that illustrate the different levels of performance on the identified activities. Samples representing each of the performance levels become "exemplars" that help to define what student understanding of the standards really looks like.

These "exemplars" can then be passed on to the district and included in the locally determined process for defining performance standards.

As one goal of a standards-based educational system is to elevate the level of students' achievement over time, these "exemplars" should be refined continually to represent higher expectations and higher levels of student achievement for all students.

A Standards-Based Assessment Plan

Student progress should be assessed by combining results from multiple measures of achievement to identify whether a student has met the standards in a specific subject area at their grade level. Home (shareholder) and/or Focus Groups can help to develop a matrix of the specific standards and forms of assessment for each content area that can become the basis of a standards-based reporting system.

| Sample Matrix | | | | | |
|-------------------|------------------------------|--------------------------------|------------------------|-----------------|----------------------------|
| Science Standards | Forms of Assessment | | | | |
| | <i>Multiple-Choice Tests</i> | <i>Hands-On Investigations</i> | <i>Science Journal</i> | <i>Projects</i> | <i>Science in the News</i> |
| 1. | | √ | | | √ |
| 2. | | | √ | √ | |
| 3. | √ | √ | | | |
| 4. | √ | √ | | √ | |
| 5. | √ | | √ | √ | |

Other components of a standards-based assessment plan include:

- Design of the specific tasks, tests, and assignments to assess student achievement in each content area
- Creation of an assessment timeline for the school year to provide multiple opportunities for students to demonstrate achievement
- Development of a system for scoring each assignment, test, or task (e.g., scoring guides or rubrics, “exemplars” representing different levels of achievement)
- Use of a method for combining scores to identify the student’s level of achievement (Advanced, Proficient, Basic, Below Basic)
- Development of a standards-based report for teachers, parents, and students identifying individual student strengths and areas in need of improvement
- Development of a Report of Standards-Based Student Achievement by content area for accountability purposes.

**Aligning Standards
and Expected
Schoolwide
Learning Results**

Focus on Learning now integrates standards even more deeply, helping schools in California to align their school improvement processes to their accountability demands. While standards are important within *Focus on Learning*, the process also involves evaluating student learning in terms of *expected learning results*.

Both academic standards and expected learning results describe what students should know and be able to do. The difference is that academic standards are explicit descriptions of what students should know and be able to do at each grade level.

Expected learning results are more global, helping to define an interdisciplinary vision of what students should be able to do upon entering their adulthood.

Both the subject area specific lens and the schoolwide lens are valuable in helping to evaluate the success of a school program.

The goal is that these two lenses on student achievement be mutually supportive. What students know within a specific subject area is as important as how they integrate their different school experiences and implement their knowledge in the community. What students can do is as important as the confidence they have to actually apply it in a real-world setting. This schoolwide vision continues to drive the *Focus on Learning* process.

Support Information and Suggested Tools: Using Data and Information

Using Data and Information in the *Focus on Learning* Process

Introduction

This support tool has been added to help school teams make decisions about what data to gather and how to organize the collecting of information during the *Focus on Learning* process.

Collecting key kinds of data helps a school community to:

- Improve the quality of decision-making
- Describe accurately school practices and processes
- Examine underlying assumptions, beliefs and behaviors that effect how different subgroups of students are educated
- Determine the best use of resources
- Mobilize a school community to action based on sound evidence and a common understanding
- Monitor the effectiveness of changes
- Be accountable to the larger school community.*

Data provides a credible basis for the many conversations among members of the school community that make up the *Focus on Learning* process. It is important to approach each of these conversations with a “no excuses, no blame” attitude. Sometimes data can reveal problems or weaknesses that are uncomfortable; but the focus should be on discovering how to improve and not on finding individuals, subgroups of students, or programs that are “the problem.”

Careful, in-depth, and sensitive use of data characterizes the school community that is committed to nurturing its staff and educating all of its students in the best way possible.

*Adapted from Ruth S. Johnson, *Setting Our Sights: Measuring Equity in School Change*, The Achievement Council, 1996, pp. 22-24.

Key Kinds of Data

The categories of data defined below in **Table 1** are adapted with permission from the work of Dennis Fox for the Southern California Comprehensive Assistance Center.

Each kind of data is described in more detail in the following pages.

Table 1. Overview of Key Kinds of Data

| Demographic Data | Outcome Data | Process Data |
|---|--|---|
| <ul style="list-style-type: none"> Helps staff and other shareholders to understand the students and their unique needs Provides vital statistics regarding students, their families, the staff, and the community Identifies factors that must be considered in the staff's decision-making process | <ul style="list-style-type: none"> Describes how a student or group of students is doing at a particular point in time Communicates the degree to which a student or group of students has acquired specified knowledge, skills, and attitudes Is measurable and quantifiable | <ul style="list-style-type: none"> Includes information related to the school's efforts to promote a high level of student achievement Refers to variables over which the school has some degree of control Helps the staff to make effective decisions about school organization, curriculum, instruction, and assessment |
| <i>Enrollment</i> <i>Attendance</i> <i>Language Proficiency</i> <i>Socioeconomic Status</i> <i>Family Trends</i> <i>Community Trends</i> <i>Staff</i> | Achievement Data Completion Rates Comparative Data Post-Enrollment Data Supplemental Data | <i>Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources</i> <i>Standards-based Student Learning: Curriculum</i> <i>Standards-based Student Learning: Instruction</i> <i>Standards-based Student Learning: Assessment and Accountability</i> <i>School Culture and Support for Student Personal and Academic Growth</i> |
| Reported in the Student/Community Profile | Part reported in the Student/Community Profile and part in Home Group Summaries | Part reported in the Student/Community Profile and part in Focus Group Summaries |

Demographic Data

Demographic data describes your school's students and staff. The kinds of information that may be included are listed in the table below.

| Demographic Data |
|--|
| Enrollment grade level, gender, ethnicity, primary language, language proficiency, categorical programs, special programs |
| Attendance mobility rate, daily rate of attendance, truancy rate, tardiness rate, reasons for absences, S.A.R.B. referrals by period, by subject matter, by teacher |
| Language Proficiency language proficiency level, re-designation rate |
| Socioeconomic Status free/reduced lunch status, AFDC status, social service support, parent education level, community employment figures, household income, caretaker employment |
| Family Trends status of primary care taker, size of family, family's primary language, nature and frequency of adult participation in school events, nature and frequency of adult support at home |
| Community Trends number of community and/or business support, nature of support, nature and frequency of volunteer services |
| Staff number of certified/classified, pre-service training, major/minor areas of study, certifications/credentials, years of service, experience outside education, variety of positions, specialized training, gender, ethnicity, age |

Outcome Data

Outcome data, or information about students' achievement, should be "disaggregated," that is, achievement should be reported for each of the subgroups of your school's population (e.g., grade level, gender, ethnicity, primary language, language proficiency, categorical program involvement, special program involvement, and socioeconomic status).

| Outcome Data | |
|-----------------------------|--|
| Achievement Data | teacher-made tests, standardized tests, performance tests, other examinations, portfolios, projects, report card analyses, University of California a-f requirements, etc. |
| Completion Rates | graduation, dropout, promotion, retention |
| Comparative Data | matched scores to external standards, among subgroups, to external groups |
| Post-Enrollment Data | admission/entrance to and performance in post-secondary education, armed forces, and workforce |
| Supplemental Data | discipline referrals, extracurricular activities, suspensions, expulsions |

Process Data

In addition to *demographic* and *outcome data*, collecting and analyzing *process data* strengthens the *Focus on Learning* process. The chart below outlines the kinds of process data that can be collected and later analyzed in shareholder (Home) and Focus Groups.

| Process Data |
|--|
| <p><i>School Organization</i></p> <ul style="list-style-type: none"> • alignment of school decisions to expected learning results • organization of the school day • time allotted to specific subjects • class size • organization of the staff • support services • services for English language learners • co-curricular and extra-curricular activities • preparation of all students for post-secondary options <p><i>Professional Development</i></p> <ul style="list-style-type: none"> • number who participate • relationship to long-range plans • number of sessions attended • follow-up support • subjects addressed • nature of training • process for selection of training • relationship to needs • level of implementation • quality of training • monitoring results of training <p><i>Safety</i></p> <ul style="list-style-type: none"> • policies and plans related to safety |

Curriculum

- alignment with standards, frameworks, and other comparative documents
- alignment with expected schoolwide learning results
- dependency on textbooks
- consistency and articulation across grade levels, courses, and subject matter
- amount of time allotted to a specified content
- alignment with content of external assessments
- integration of disciplines
- articulation with K-8 feeder schools
- linkage of students' personal learning plans to post-secondary goals
- equal opportunity to learn for all students
- preparation of all students for post-secondary options

Instruction

- evidence of sound instructional strategies
- evidence of challenging, relevant instruction
- integration of vocational and academic content
- consistency and articulation across grade levels, courses, and subject matter
- amount of time allotted to specified instructional practices
- linkage of classroom learning to experiences outside the classroom
- support for teacher collaboration

Instructional Resources

(textbooks, supplemental books, technology, manipulatives, materials, equipment, supplies)

- quantity
- quality
- accessibility for all students
- appropriateness

School Organization

- support services
- co-curricular and extra-curricular activities

Parent Education and Involvement

- number and nature of parent education opportunities
- attendance for parent education opportunities
- evaluation of parent education opportunities
- number and nature of parent involvement opportunities
- parent satisfaction with parent involvement opportunities

Communication with Parents, Community, and Business

- nature and frequency of written and oral communication
- availability of communication in parents' primary languages
- effectiveness of communication

Resources

- instructional resources
(quantity, quality, accessibility for all students, appropriateness)
- allocation of financial resources
- use and adequacy of facilities
- staffing
(number certified/classified, pre-service training, major/minor areas of study, certifications/credentials, years of service, experience outside education, variety of positions, specialized training, gender, ethnicity, age)

Assessment

- nature of classroom assessment
- alignment to academic standards
- frequency of classroom assessment
- amount of time allotted to assessment
- alignment with external assessments
- consistency and articulation across grade levels, courses, and subject matter
- use of assessment results to improve learning
- use of assessment results to reevaluate alignment of school curriculum to expected schoolwide learning results
- communication and reporting of assessment results

Evaluating School Culture— The STAR Center

Another strategy for looking at school processes can involve asking in-depth questions about the culture of the school. The categories listed on the following page were presented in the STAR (Support for Texas Academic Renewal) Center's Self-Study and Planning Guide, 1997. They were defined by analyzing in-depth a range of schools in high poverty areas that have produced significant gains in student achievement. For more information, call 1-888-FYI-STAR or contact the STAR Center's web site (<http://www.starcenter.org>).

STAR Center Criteria for Evaluating School Culture

Focus on the Academic Success of Every Student

- making decisions for academic achievement for all students
- planning for academic achievement for all students
- using assessment for academic achievement
- sharing accountability for academic achievement

No Excuses

- working with rules
- taking responsibility for improvement
- using resources for improvement

Experimentation

- supporting experimentation
- planning for experimentation
- learning from experimentation
- encouraging experimentation

Inclusivity: Everyone is Part of the Solution

- involving everyone
- encouraging leadership
- encouraging family involvement
- encouraging student involvement

Sense of Family

- respecting the students
- building relationships with families
- building relationships with community
- making a comfortable, safe environment
- nurturing a group identity

Collaboration and Trust

- encouraging open communication
- sharing decision-making
- supporting cooperation
- supporting teachers

Passion for Learning and Growing

- continuous planning for improvement
- using data for improvement
- empowering teachers for improvement
- monitoring progress

Sample Questions for Evaluating School Culture

Below are listed a range of questions related to the STAR Center criteria. These questions can be asked during interviews or Focus Groups with school personnel or other shareholders; they also can inform observations or be incorporated into surveys or questionnaires as needed. For more information, see the STAR Center's *Self-Study and Planning Guide*, call 1-888-FYI-STAR or contact the STAR Center's web site (<http://www.starcenter.org>).

Focus on the Academic Success of Every Student

- How do recent important decisions at the school relate to the mission of academic success for *every* student?
- How have professional development activities been aligned with the goals for student achievement?
- How does the budget support attainment of these challenging goals?
- How is the shared accountability for the academic success of all students repeatedly communicated to you?
- In what ways has this accountability assumption become deeply embedded in the culture of the school community?
- What else is happening at our school that demonstrates our focus on academic success?
- In what other ways might the vision for academic success for every student be furthered?

No Excuses

- Are there rules that the school community perceives as not in the best interests of students?
- If so, what efforts might be made to negotiate changes or, in the case of state and federal rules, seek waivers?
- Who does the school community say is responsible when significant goals and expectations are not met?
- What are we doing to add to the belief that there are “no excuses”?
- In what other ways might an attitude of “no excuses” be furthered?

Experimentation

- To what extent is school personnel encouraged to pursue their ideas through pilot studies or other experiments?
- How are students encouraged to engage in learning experiments?
- How do teachers and students use the failure of experiments as learning opportunities?
- What significant experiments have succeeded? Which ones have failed?
- How are experiments monitored and evaluated?
- How are the results of these experiments communicated and shared with others?
- What are we doing to add to the attitude of experimentation?
- In what other ways might the attitude of experimentation be furthered?

Inclusivity: Everyone is Part of the Solution

- Who participates in efforts to improve your school?
- How are community members and organizations/businesses involved in school improvement efforts?
- To what extent are families involved in school improvement efforts?
- To what extent are families that have historically not been involved in school activities been participating in school improvement efforts?
- How are the contributions of all members of the school community acknowledged and valued?
- In what ways have teachers, counselors, and other personnel, parents and other members of the school community emerged as school leaders?
- How are these forms of leadership encouraged and what is being done to prepare members of the school community for broader leadership roles?

- How does the school support the involvement of families and community members in planning, reviewing, and improving school programs?
- How are students involved in decision-making about the school and its success?
- How do you know that students feel ownership for the school and its success?
- How might students become more involved in the decision-making process?
- In what other ways might inclusivity be furthered?

Sense of Family

- In what specific ways does the curriculum of the school convey that all students are valued?
- In what ways are students recognized for nonacademic accomplishments?
- To what extent is the cultural and linguistic diversity of the students celebrated through classroom and school activities?
- What efforts are made to be sure that students with special needs are valued?
- How and how often is student learning celebrated?
- What actions are being taken to connect and build support networks among all members of the school community, including parents, caregivers, and community members/businesses?
- In what ways is the language used (formally and informally) to talk about students, parents, and all community members reflective of a sense of family at the school?
- What does teacher tenure and attendance indicate about the sense of family at the school?
- How often and in what ways are rules for appropriate conduct of students and adults communicated?
- Is there a schoolwide discipline plan and in what ways do all school community members uphold it?
- In what ways is the safety of all school community members planned for and enforced by all school community members?

- How do you know that your students feel they are treated with respect?
- In what ways do the school's environment and appearance reflect a sense of family?
- What are we doing that adds to the sense of family?
- In what other ways might a sense of family be furthered?

Collaboration and Trust

- What are the formal and informal ways school personnel share concerns and successes?
- How do school personnel, formally and informally, assist each other in learning how to improve student achievement?
- Who participates in decision-making related to curriculum, instruction, school organization, and use of resources?
- What kinds of forums or other approaches are provided for discussions of programs, policies, and practices?
- How do these discussions inform the direction of the school?
- What arrangements are in place to support cooperation among teachers?
- What evidence is there that teachers and administrators feel they are all part of the same team, working together for student success?
- What are we doing that adds to collaboration and trust?
- In what other ways might collaboration and trust be furthered?

Passion for Learning and Growing

- What examples indicate that educators are constantly engaged in the process of learning, growing, and improving?
- How are barriers, failures, and problems related to student learning addressed? What significant examples can be given?
- How do teachers regularly use data from their own classrooms to improve instruction?
- How is data used to gauge progress toward attainment of campus goals?
- How are teachers supported as creative problem-solvers?
- How are individual teachers' solutions and improvements shared among all staff?
- What are we doing that adds to a passion for learning and growing?
- In what other ways might a passion for learning and growing be furthered?

Gathering and Analyzing Evidence in Home and Focus Groups

Each of the shareholder (Home) groups and Focus Groups will want to examine observable evidence of students meeting the expected learning results and academic standards. Home and Focus Groups will also examine evidence from other shareholder groups, including parents, staff, and community members.

Evidence includes:

- Student Work Samples
- Observations of Students and Other Shareholders
- Interviews of Students and Other Shareholders
- Preliminary Surveys or Questionnaires

Strategies for gathering each of these kinds of evidence will be described in the following pages.

The process of gathering and analyzing evidence should be purposeful; the goal is to uncover deeper perceptions about the quality of student learning of standards and expected learning results. Discoveries made during a first analysis will enable participants to identify the kinds of evidence that need to be collected and discussed during a second analysis. For example, after meeting and discussing student work products the first time, the group may identify a need to observe certain kinds of learning moments in each of the classrooms or to interview students about their learning. When the school team(s) meet a second time, they may decide to collect evidence of meeting certain expected learning results or standards, to collect a different set of student products, and to conduct more classroom observations. Each decision is made to gain more insight into how to deepen the inquiry in order to identify the best improvement strategies.

In particular, it is important that the entire school staff and other community participants be fully involved in the analysis of evidence. Analyzing this range of evidence is a powerful process because teachers are exposed to an expanded repertoire of strategies, student work products, and perhaps to even higher standards of performance. As well, all shareholders have the opportunity to gain more knowledge about what students are doing and achieving and how others perceive the school's strengths and weaknesses. This dialogue among the various shareholders is one of the main benefits of *Focus on Learning*.

Why Disaggregate Data?

The evidence of student achievement should be “disaggregated,” that is, the results should be reported for each of the subgroups represented in the total population. This disaggregation of data gives a school a powerful tool for looking deeply into its own program. Strategies that seem to be working for some students may not be working for others. Consider, for example, the mean school score (i.e., the average) on a standardized assessment with 35 percent of the students *at or above the proficient level*. That single piece of information may be significant, especially in comparison to performance over time (e.g., last year, 32 percent; the year before last, 29 percent) or in comparison with schools having similar demographic characteristics (“Other schools with students like ours are scoring 7 percentage points higher than we are.”) This single mean group score, however, may not display patterns of achievement for specific subgroups of students. For example, it may be revealed that 60% of students in one subgroup are at or above proficient while only 11% of students in another subgroup have a similar level of achievement.

Disaggregated data allows the school to know more about which parts of its program are working for which subgroups and which parts are not. Both the federal IASA legislation and California recognize the need for a school to develop a Single Comprehensive School Plan reflecting the specific needs of subgroups of students. Disaggregated data, or knowing the levels at which specific subgroups of students are performing, constitutes the evidence base for this planning.

In addition, by looking at disaggregated data, educators occasionally find themselves confronted with evidence of different standards, of personal or institutional bias based on race, culture, gender, primary language or other student characteristics. Such behavior is abhorrent to most educators but is worth calling attention to due to the potentially significant impact such bias can have on the educational performance of some student subgroups. By collecting and analyzing data by subgroups and especially by reporting conclusions based on that disaggregated data, a school is provided an excellent opportunity to engage in conversation and self-discovery regarding personal and institutional beliefs and values. Once explored and uncovered, those differential standards can be revised and programs can be improved so that *all* students can be ensured a high-quality education.

Student Work Samples

Some examples of methods used to collect and sample student work are listed below. These methods, and others a school may identify, may be repeated or used in combination. When collecting and analyzing the evidence, *all levels of student performance* should be considered and the most appropriate subgroups, including lower performing subgroups, selected for focused study given the school's needs.

Typical Work. Some schools have teachers gather a set of “typical work” representing the range of performance levels. Because this sampling strategy relies on the professional expertise of the classroom teacher, it can be efficient and powerful, especially if teachers are given clear criteria about what constitutes typical work. Schools that have used this technique have found it helpful to do a trial run in which teachers gather what they perceive as typical work. The staff then evaluates the results to determine what issues need to be clarified by further discussion. Once consensus has been reached, the staff is ready to gather the work samples needed for Home or Focus Group discussions.

Typical work may include:

- Essays
- Reports
- Projects
- Tests
- Journals
- Portfolios
- Open-ended responses
- Students' self-assessments

The above types of data can be combined to draw conclusions and to enhance the validity of the hypotheses generated through the earlier analysis of profile data.

Single-Day Snapshot Technique. A school on a specified day may gather all of the student work already completed in the focused curriculum area in order to obtain a snapshot view of performance. This technique can be repeated several times to gain a larger perspective.

Same Performance Tasks or Assignments. Schools may choose to evaluate the nature and quality of student learning for different subgroups by assigning the same performance tasks or assignments at the same time and then score the common tasks according to the same rubrics. Some schools use the same performance task across grade levels to discover different trends in growth.

Case studies or monitoring selected students' progress over time. Home and/or Focus Groups may choose to identify students, representing a range of both performance levels and student subgroups, and collect work over time from those students. Such a focused look at the learning of selected students may help to provide a more in-depth view than the methods described above. In addition to actual student work products, it may be valuable to interview the selected students about their learning, interview others about their learning, and/or observe them in both classrooms and other school settings.

Targeting Assignments. Teachers working in Home Groups may choose to create common assignments that target particular standards or expected schoolwide learning results. For example, the history/social science Home Group may choose to create and assign long-term community service projects for in-depth analysis during their self-study process. These projects may be targeted to an expected learning result regarding citizenship as well as content standards within the curriculum area. Such targeted assignments provide direct and timely evidence; as well, they provide a common basis for discussing the nature and quality of students' work within the curriculum area.

The following questions may be asked in regards to targeting assignments for the *Focus on Learning* self-study process:

- To measure achievement of selected ESLRs and standards, what assignments/projects can we design and assign to students in our classes?
- What criteria will we use to score these assignments/projects? Do we need to develop a rubric?
- What other information can we collect from our classrooms that will show the level of our students' achievement of the selected ESLRs and standards?

- How will we code the work (e.g., cover sheets) to ensure a confidential and productive conversation among us (e.g., removing names of teachers, removing names of students, etc.)?
- How will we code the work to make sure we retain valuable information about the student subgroups reflecting our enrollment?
- How will we engage in discussions about the nature and quality of students' work?

Analyzing the Nature of Student Work

Focus on Learning participants may record the kinds of work students are producing for comparison with grade-level content standards. It is sometimes helpful to develop lists of the kinds of work that are represented in the samples before the staff, parents, and members of the community begin their analysis of *frequency* and *quality*. Many schools find that recording the percentage of work of a given type is very helpful in doing the analysis. To know, for example, that 13 percent of the assignments used an oral presentation format and 87 percent used a written format can be very helpful.

It can also be helpful to analyze the kinds of student work that are being done by each identified subgroup. Schools sometimes find disparities in the nature of assignments and opportunities provided to different subgroups of students and can use this analysis to identify possible improvement strategies.

Analyzing the Frequency of Student Work

How can a school measure the *frequency* of various types of student work? How often does the work occur? Does it occur regularly and consistently? Many schools find that analyzing the frequency can be both easier and at the same time more difficult than analyzing the nature and quality. Some important kinds of learning occur every day and other kinds very infrequently or happen in a way that is hard to measure or collect. The determination of frequency may also be difficult for certain groups of students, such as students in migrant education programs or students who may not attend school regularly. When a frequency of zero or near zero is recognized within a certain student subgroup, it is important to follow up with an investigation asking whether the low observed instance is due to inadequate sampling or due to the opportunities offered to or utilized by those students.

Analyzing the Quality of Student Work

To discover the *quality* of work being done by certain subgroups of students, schools will need to compare the work students have produced with agreed-upon *written performance standards*. The California academic content standards, local content and performance standards, and rubrics are the most common tools used to analyze student work for quality. Without some type of written standard that identifies specific criteria, judging for quality can become a subjective exercise. Different people may have different ideas about what “high quality” means. Although some schools find that analyzing the quality of student work is time consuming and difficult, others find that the process goes quickly and efficiently. The key to success seems to be getting the staff to agree on the meaning of quality and on what indicates quality work.

Reaching Consensus on Quality

Ask each teacher to bring to a faculty meeting one piece of student work that he or she judges to be of high quality within the selected content area and in relation to one or more of the identified expected learning results or standards. During the meeting each teacher shows the work and gives a short explanation of why he or she feels this piece of work is of high quality. Someone records the key words from the explanations on sheets of chart paper so that everyone can see a set of descriptors by the end of the meeting. Before adjourning, the school's faculty votes (majority rules) on which descriptors describe quality. The descriptors are then transcribed and used during the analysis of student work. If performance standards are available, these descriptors of quality can be compared with the standards for alignment and rigor.

Another strategy involves asking the group to bring to a meeting a range of performance levels. An analysis can be performed by sorting student work samples into just three non-overlapping piles, including work in (1) the very high range of quality (really exceptional work); (2) the mid-range of quality (fairly typical work); and (3) the low range of quality (not meeting expectations). Sorting students' work into five, six, seven, or more groupings often creates confusion and debate about the cut-off points. However, there is often strong consensus about the quality of the work when sorting work into three levels.

Using Rubrics to Determine Quality

The quality of student work and working may be assessed in a variety of ways. Short-answer or multiple-choice standardized can assess some kinds of student learning but many other kinds of work, such as extended multi-day, multi-step student-learning projects, necessitate the professional judgment of teachers. Many schools find that rubrics or scoring guides can be used to provide a common frame of reference for ascertaining the quality of such learning events. For the purposes of a self-study process, schools usually write, adapt, or adopt rubrics that describe criteria for performance or levels of content mastery in ways that are observable and measurable. Each piece of work is then compared to the appropriate rubric.

Many schools have found that using rubrics expedites the process of determining the quality of student work and produces a better result.

Rubrics are qualitative descriptions often written for *types of assignments*, such as an essay, without regard to the specific topic. They provide criteria describing the highest level of quality, the lowest level of quality, and any levels in between as defined by state or local performance standards. Typically, a rubric will contain either from three to six levels of performance. Each level of the rubric must be differentiated qualitatively from the one above and the one below. To have a common reference, however, all evaluators must have common agreements on what the descriptors at each level of the rubric mean in reality. Once understood and agreed upon, anyone can be taught to use the rubric with little or no variance from the ratings of colleagues.

Rubrics often assign a numerical equivalent (e.g., 4 as the highest quality, 1 as the lowest quality) to each level of the rubric. This feature is especially convenient when referring to the rubric; rather than restating the description each time, an evaluator can refer to a “4” paper and be assured that the characteristics attributed to that descriptor will be contained in the rubric. By using numerical equivalents, investigators are also able to manipulate the scores statistically (e.g., they can find the mean or average score for a certain sub-population of students to compare with the average or mean score of another group or to compare to another standard of performance).

Holistic rubrics evaluate the whole (not specific parts or aspects) of a student’s paper or project. In contrast, *analytic rubrics* identify different attributes or aspects of the whole performance and provide criteria for scoring each of the different aspects separately. For example, for a writing assignment, an analytic scoring rubric might call for separate scores for grammatical conventions, organization, and style.

In the classroom, rubrics can be shared with students before they begin the work and may even be posted. Students can actually be involved in the development of classroom rubrics and should be encouraged to refer to them when they begin their work as well as afterward for self-assessment. The power

of rubrics for students is that they articulate publicly what quality is and what the steps are toward quality work. Students know not only how their work compares to the written standards, but also what they need to do to improve their work to achieve the next level of quality.

The “Calibration” Process

When student work is evaluated on the basis of a common agreement, the analysis is more reliable. Confusion and ambiguity are reduced, and clarity about the real level of achievement for all students is enhanced. For that reason, before “scoring” student work with rubrics it is essential to engage in a “calibration” process, or a process through which participants reach consensus about quality and develop an ability to apply the rubric criteria consistently to a range of student work samples.

A formal *calibration process* typically involves a group, such as the school Leadership Team, collecting and pre-scoring student work to identify examples that clearly reflect each of the levels identified in the rubric. When training others who will be involved in the scoring process, this team shows each of the identified examples, saying “This is an example of a level 4,” and asking participants to “Explain how this paper represents the criteria described in level 4 of the rubric.” This process is repeated for each level of the rubric until all participants have had a chance to reach an understanding about the criteria in the rubric.

The Leadership Team typically also selects a set of “training papers,” or examples, that are pre-scored but given to participants without indicating what those scores were determined to be. These training examples give participants the opportunity to practice scoring student work independently and to discuss their decisions with others, calibrating their thinking if necessary, and gaining confidence in their ability to apply the rubrics consistently.

When evaluating live or videotaped student performances, oral presentations, or evidence of students working, it can also be

helpful to generate a list of criteria, discuss those criteria after looking at several examples, and make sure that all participants are applying the criteria consistently.

Often, this process will help participants to discover their own particular tendencies and biases when evaluating student work and working. For example, some teachers see themselves as “hard graders” and others as “easy graders.” The calibration process asks participants to reflect on their own tendencies and to try to make adjustments for the sake of common discussion and agreement.

After school teams have been calibrated and begin scoring, it is also worthwhile to stop the “live” scoring occasionally and have everyone share what is being found regarding the quality of the students’ work and working. In that way notions about quality can continue to be expanded and communicated to others.

Disaggregating the Data

Once the nature, frequency, and quality of student work and working is determined and other data are analyzed for individuals within sub-populations of students, *Focus on Learning* participants may analyze the data of each selected sub-population as a separate group. The analysis of subgroup data might include:

- A mean or average score of the entire subgroup based on a rubric that describes the quality of work produced
- A composite list of the types of work produced by individuals within the group
- A description of the frequency with which the subgroup is producing certain types of work products at certain levels of quality

This information about how subgroups of students are doing tells a school whether its students collectively and by subgroup are producing the type of work they should be producing, if the level of quality—*when compared with high standards*—is considered “good enough,” and if the frequency is appropriate.

By comparing students’ learning performance to written content and performance standards, *schools should be able to identify where their students are relative to where they want*

them to be. If a school determines that not all students are producing the same products at the same level of quality with the same frequency, then as a school it needs to discover *why* so that appropriate improvement strategies can be devised.

Observations of Students Working

Much insight may be gained through observing students working. Observations may occur both within and outside of a teacher's subject area. In addition to teachers, observations can be powerful for classified staff, parents, students, and other community members. Observation is not an end in itself; instead, it should be a directed effort and one strategy that can be used to develop a comprehensive picture of the effectiveness of a school's program.

In addition to observing classrooms, it also may be valuable to observe other school settings such as the library, offices, gym, campus grounds, etc. to gain a better understanding of how students view the culture of the school. Observing students in these settings can provide different insights into how the school supports student learning and achievement.

The Importance of Safety

Before initiating the observation process, it is important for members of the school community to agree on some ground rules for how the observations will be conducted. For example, a school community may agree that the focus is on what students are doing and not on what teachers are doing; or, they may develop agreements about when it is appropriate for observers to come into the classroom. One school established a system in which each teacher was given a large green card to place outside their door for a given period of time signaling their readiness for observers.

Observation is an active process that includes talking to students, looking at their current and prior work as available, and talking to the adults working with the students—teachers, instructional aides, specialist teachers—in addition to observing.

The skill of observation is in part the skill of seeing what is present in an informed but unbiased way. What happens in one moment may not be indicative of what happens all of the time. Also, cultural and personal differences in style may result in a classroom learning environment that is unfamiliar, though possibly equally effective.

Observation Strategies

Strategies that may be used to observe students' working include the following:

Roving Substitutes. Schools may hire substitutes who allow teachers to be released from their classes for an hour or more as they observe students' performances and work in other classrooms. One roving substitute can allow three or four teachers this release time on a given day.

Videotaping. Videotapes of students' working in classrooms can be valuable evidence. School staff or volunteers can systematically videotape a range of examples from a variety of classrooms in order to provide evidence of meeting standards or expected learning results.

Teacher Journal. Teachers can select a diverse group of students to observe on a given day or days. Teachers can develop informal profiles of students based on these targeted observations.

Shadowing. Participants in *Focus on Learning* can shadow a student for a day or part of a day, gaining a larger view of his or her daily experience of school.

Be a Student for a Day. Another strategy for observing involves attending a school day as if one is a student, engaging in activities and interacting with others accordingly.

Observation Forms

No matter what is being observed, it is important to develop a tool that can serve as both (a) a cue sheet reminding observers of ground rules and what they are to be observing and (b) a way for collecting and recording the information. The Leadership Team can help to coordinate the development of this observation sheet with input from Focus Groups or other groups as needed.

Aspects of teaching and learning that may be observed include:

- Interactions among students
- Interactions among adults
- Interactions among adults and students
- How learning is valued
- How students are supported
- How students support each other
- How adults and students show school pride
- How rules are communicated and enforced
- How students are rewarded
- How particular elements of the curriculum are taught to students
- Range of activities
- Extent to which activities involve higher-level thinking skills
- Degree to which students are on task
- How students are challenged to think and communicate their thoughts orally and in writing
- How students with special needs are participating
- How instruction meets the needs of varied learners
- How English learners are supported

Interviewing Students and Other Shareholders

Interviews are used as part of the *Focus on Learning* process to find out information that is not directly observable, such as how a student approached a particular assignment or what he or she plans to do next. Interviews are used to find out people's beliefs, ideas, attitudes, and intentions, and to validate and expand upon prior information gained through analyzing student work and observing students working. For staff, interviews can complement a review of documents such as the school's curricular goals, the school plan, and school policies. The interview may help to provide a picture of how these goals, plans, and policies are actually implemented and supported.

While there is no one right way to interview or to ask a question, and it is especially important to listen well, the following points should be kept in mind when conducting interviews:

- Establish a purpose for the conversation.
- Keep questions simple and non-threatening.
- Use clear and concise language appropriate to the interviewee.
- Use open-ended questions (yes-no questions set a feeling of interrogation and provide little information).
- Ask questions that will provide what you think you know as well as missing pieces of information.
- Ask questions that do not imply the answer or reflect a bias.
- Do not assume the interviewee understands the question; make sure he or she does.
- Allow adequate time for responses.
- Give appropriate feedback to responses.
- Do not push for answers at the expense of the interviewee.
- Be mindful of nonverbal feedback such as facial expressions or turning away.
- Be alert to “clues” given by interviewees and follow-up on what is not being said.
- Begin and end on time.

Group Interviews

For group interviews, the following additional points may be helpful:

- Begin and end on time.
- Arrange so everyone can be seen (e.g., circle).
- Elicit responses from everyone in the group. Do not let a few people dominate the conversation.
- Divide larger groups into smaller groups (10-15).
- Use “fishbowl” structure in which the group is divided into participants and observers to stimulate a rich conversational atmosphere.
- Thank people for attending and contributing to the interview.

Interviews with Students

The following questions can be asked of students as a way of understanding what best supports their learning:

- What kinds of projects do you do?
- For a particular project, what were the stages you went through to develop your final product?
- In what ways does this project show your understanding of important concepts?
- 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 talk about what you have just read with other students in your class?
- What kinds of homework do you have?
- What ways can you suggest to better show how and what you know?
- What does this school do to help you “make connections” among the various subject areas?

Preliminary Surveys or Questionnaires

Many schools have discovered that a preliminary survey of students, parents, staff, and the larger school community can help to initiate everyone's involvement in the *Focus on Learning* process. As well, the survey can provide up-front information about how each member of the school community views the school and what concerns they may have.

While surveys are valuable evaluation tools and can lead to important insights about attitudes and perceptions, the *Focus on Learning* process also requires an in-depth look at actual student learning results to discover the strengths and weaknesses in the school program. It is important not to over-emphasize the use of surveys at the expense of the more crucial analysis of what students are actually doing and achieving.

Typical questions that can be included in a preliminary survey of each major shareholder group are included below.

Sample Survey Questions to Students*...

How far in school do you think your parents/guardians want you to go?

What are your plans after graduating from high school?

Do you have a career goal? If yes, describe your career goal.

Which of the following best describes the focus of your high school classes?

(preparing for college, vocational, general, other)

Which of the following best describes your average high school grades?

(A- to A+, B- to B+, C- to C+, Below C)

What are the last mathematics and science courses you have taken?

Do you have a plan for the courses that you will take throughout high school? Was this plan made for you?

How frequently do you ask the following people *(teachers, counselors, parents/guardians, other students, and other staff)* for information regarding what courses to take?

(never ask, ask occasionally, ask frequently)

How helpful are they? *(not helpful, somewhat helpful, very helpful)*

Since the beginning of the school year, how often have you talked about the following with your parents or guardians: selecting courses at school, school activities of particular interest to you, your career goals, going to college or applying for scholarships, your plans following high school?

(never, once or twice, three or more times)

What grade are you in?

Are you male or female?

What is your ethnic background?

*The questions above have been adapted from Ruth S. Johnson, *Setting Our Sights: Measuring Equity in School Change*, The Achievement Council, 1996, pp. 124-26.

(The following questions may be rated on a scale of 1 through 5, 1 = strongly disagree and 5 = strongly agree)

Do you feel that you have opportunities to participate in school decision-making processes?

Do you feel that the school curriculum is challenging and relevant?

Do you feel that your teachers have high expectations for you?

Do you feel ownership for your school and its success?

Do you feel that the cultural and linguistic diversity of students is celebrated?

Do you feel safe at school?

Sample Survey Questions to Staff...

List the three most important decisions made by school personnel this year. How does each decision relate to the mission of academic success for every student?

(The following questions may be rated on a scale of 1 through 5, 1 = strongly disagree and 5 = strongly agree)

Do you have a general belief that the school always finds a way to get needed resources?

Do teachers and administrators feel comfortable experimenting with instructional approaches?

Do you have confidence in how leadership is selected?

Do you feel supported in your role?

Sample Survey Questions to Parents...

In what ways have students' academic achievement been reported to you in the last year?

(Rated on a scale of 1 to 5)

Did you receive enough information about your student's academic achievement?

How comfortable do you feel participating in school events?

Do you have confidence in the safety of your child's school?

Does your child feel respected at school?

Note: For schools with many parents whose primary language is not English, it may be helpful to create surveys in the primary languages to find out if the school is also serving their needs. Also, providing follow-up via home-school liaisons or phone calls from bilingual parent volunteers may ensure getting a response from more parents.

Sample Survey Questions to the Community...

Does the school's mission reflect the needs and values of the community?

Are students' graduating from the school prepared to be productive members of the community?

Survey Design

For a survey to be genuinely useful for school planning, it needs to provide reliable information about respondents' knowledge, needs, attitudes, perceptions, or behavior. The following process may help to achieve this reliability:

- **Determine the purpose.**

What do you want to know? From whom do you want to know it? Why do you want to know it? Who will receive the information once it is all collected? Identifying the purpose will help to streamline the entire process, from writing the survey to analyzing and reporting its results.

- **Decide on the type of survey.**

Will it be a paper survey or a person-to-person survey? If a paper survey, will it be mailed, administered in person, or delivered electronically? Will the data be scanned or manually entered into a database? What database will support the process in an efficient way? What resources are needed for printing, mailing, training, personnel (e.g., administering the survey, entering data, providing follow-up, etc.)? What will help to ensure a high response rate? How will the data be disaggregated?

- **Determine timelines and tasks.**

What needs to be done? When does it need to be done? Who needs to be involved? Is there adequate time to accomplish the process as it is being designed?

- **Draft and pilot questions.**

Is the information already available from existing sources? Are the questions suited to the purpose and audience? Are they easily understandable? Are they quick to complete? Are the questions organized by subject?

- **Create the form(s).**

Are the pilot results integrated? Is the survey designed to ensure easy processing? Does it appeal to the audience? Does it include adequate instructions?

- **Write a cover letter.**

Does the letter explain why it is important to collect the information?

- **Plan for administration.**

How many people will receive the survey? What sample size is appropriate to get reliable information? Will the plan for administration ensure that information is received from all major subgroups? What follow-up will we provide to ensure an adequate sample size?

- **Collect and analyze data.**

Is the data accurate? Have open-ended responses been synthesized? Does staff have time to discuss the findings? Is other information needed to understand the findings?

Publisher's Surveys

Schools may choose to purchase pre-made surveys. Some county offices of education or other educational networks have developed surveys that can be used during *Focus on Learning*. For example, surveys can be found in Ruth S. Johnson, *Setting Our Sights: Measuring Equity in School* (1996) and in Victoria L. Bernhardt, *Data Analysis for Comprehensive Schoolwide Improvement* (1998). Groups such as the National Study of School Evaluation also market surveys. (See *Resources* section for bibliographic references for each of these options.)

Many schools have found this option to be both cost-effective and useful for determining perceptions and attitudes about the school. These schools have also found it necessary to supplement the questions on the pre-made survey with questions related specifically to the needs and concerns of their school communities.

Saving time on making valid and reliable surveys may allow Home and Focus Groups to spend even more time collecting, analyzing and discussing actual evidence of student achievement in relation to academic standards and expected learning results.

Analyzing Standardized Assessment Data

*Process for Using
Assessment Data to
Identify School Trends*

Included below is general information on analyzing norm and criterion-referenced assessment data during the *Focus on Learning* process.

Part I. What are the results and what do they mean?

- Look at each report and identify the types of scores displayed.
- Discuss what the scores mean.

Part II. How do the results relate to what is being taught in our curriculum?

- Examine the test contents and sample test items.
- Determine the degree of emphasis given to each content area in the curriculum at your school.

Part III. How do the results relate to other achievement data?

- Compare the test data with results of other academic achievement data (e.g., grades, class test scores, district test scores).
- Identify content areas for which the test scores and other achievement data show similar results. Identify those areas with different results.
- Review the results disaggregated by student groupings.
- Compare data disaggregated by student groupings with other achievement data.
- Identify student groupings for which the test scores and other achievement data show similar results. Identify those groupings with different results.

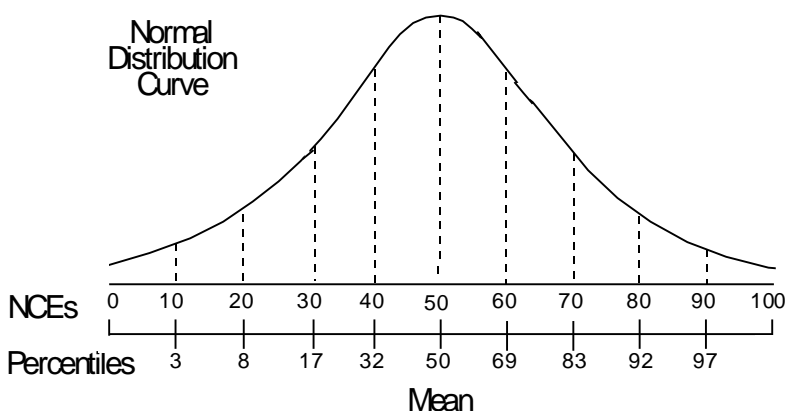
Part IV. What questions are raised by the analysis of assessment data?

- Analyze the possible reasons for differences in results.
- Compile all findings from the review of achievement data to identify issues that require further investigation and/or action.

*Interpreting Assessment**Results*

Nationally norm-referenced assessment data is typically reported in either Normal Curve Equivalents (NCEs) or percentiles. Both are shown in the table below. Grade level is typically centered around the mean, with scores ranging from approximately 34–66 NCEs. A score of 50 is often considered “grade-level proficient.”

Staying at the same NCE in subsequent years means “keeping up” and represents a year’s gain or what we would expect the “average” student to achieve.



In a *norm-referenced assessment*, students’ performances on the test are reported in relation to how all other students within a norming population have performed. In a *standards-based or criterion-referenced assessment*, students’ performances are reported in relation to how well they have met a set of standards irrespective of how other students have performed.

*Definitions of Terms Associated with
Norm-Referenced Assessments*

| | |
|---------------------------|---|
| <i>Raw score</i> | The number of items answered correctly. |
| <i>Scale score</i> | The number of items answered correctly, taking into account the relative difficulty of the different items (i.e., some items are more difficult and therefore “weigh” more). |
| <i>Percentile rank</i> | The percentile rank is the percentage of people in a norming sample that have scores less than or equal to a student’s score. For example, a student with a percentile rank of 60 scored equal to or better than 60% of the students in the norming sample. |
| <i>NCE</i> | A score based on normal curve equivalents (NCEs) places percentile scores onto a scale that divides the normal curve into equal units. NCE scores were developed to allow scores from different tests to be reported and compared to a common scale. |
| <i>Stanine</i> | A stanine score is a normalized score with a mean of 5 and a standard deviation of 2. The scale goes from 1 to 9, with 1 the lowest and 9 the highest. |
| <i>Standard Deviation</i> | A small standard deviation means that the scores achieved by the group are close together, whereas a large standard deviation means performances on the test varied greatly. |

Working with Data

The success of the *Focus on Learning* process depends on the extent to which the self-study process reveals an accurate picture of how well the school is serving all of its students and the community. Sometimes, shareholders have insights about what is happening or not happening at a school and what action steps should be taken. But experience has shown that the self-study process reveals additional “unexpected insights” when it includes a careful analysis of data.

To develop the most accurate picture possible, research suggests that schools “triangulate” their data, that is, collect data from *three different sources relative to one inquiry*. The collection and analysis of data from multiple sources increase the validity of the conclusions drawn from the analysis.

Collecting and Organizing Data

Schools and districts are continuing to build their capacity to collect and access data to guide future actions. Setting up a database can be particularly useful to help keep track of information and changes that may occur in subsequent years. As well, an appropriate database can also provide many options for presenting and communicating information to shareholders.

It is also useful to develop a summary form to organize the different kinds of information collected during the process. Such a summary form can become the basis of the “Student/Community Profile” and will also provide a way to keep ongoing records in order to reveal trends over time at the school. The summary chart, titled “Sample Indicator Summary Form,” at the end of this section on data represents one way to collect and organize a range of information.

Summary of Achieving Student Learning Results

The information gained from the analysis of student work, observations of students working, and interviews may require a different kind of summary form. Such a form would make it possible to compare the different measures of student learning in relation to selected standards and/or expected learning results. One example is included at the end of this section on data.

Levels of Data Analysis

Analyzing how different kinds of data relate to each other helps a school community to dig deeper and to reveal better an understanding of how the school's program is serving all of its students. Some information such as the number of students by ethnicity is simply descriptive of the school. How those numbers change over time reveals possible trends that may be important to know. How the number of students by ethnicity compares to their performances on an assessment or to their enrollment in school programs reveals even more deeply what may be happening at the school.

Earlier in this section three kinds of data were defined: *demographic data*, describing the school's students, *outcome data*, describing the students' achievement, and *process data*, describing what the school is doing to get the results they are getting. In addition to these three, there is a fourth kind of data about how students and other members of the school community perceive the school and what attitudes they have about learning. This *perceptions data* can be a valuable fourth lens that will help a school community to understand how it is serving its students.

On the following pages is an overview of how data collected during the *Focus on Learning* process can be compared and analyzed (based on *Data Analysis for Comprehensive School Improvement*, by Victoria L. Bernhardt, Eye on Education, 6 Depot Way West, Larchmont, NY, 10538, copyright 1998).

Analyzing One Kind of Data

One kind of data (i.e., demographic, outcome, process, or perceptions data) can be collected and analyzed independent of any other kind of data. Such an analysis will lead to a description of the students and their achievement, the school community, the school programs and processes, or how members of the school community view the school. Below are specific examples of the different levels of analysis possible when looking at only one kind of data.

Level 1. A Snapshot

Examples:

- ✓ the number of students by ethnicity (demographic)
- ✓ the results of a standardized assessment (outcome)
- ✓ the alignment of curriculum to standards (process)
- ✓ students' aspirations after high school (perceptions)

Level 2. Over Time

Examples:

- ✓ how the number of students by ethnicity has changed over time (demographic)
- ✓ how the performance on the standardized assessment has changed over time (outcome)
- ✓ how the alignment of curriculum to standards has changed over time (process)
- ✓ how the students' aspirations after high school have changed over time (perceptions)

Level 3. Two or More Variables

Examples:

- ✓ the number of English Learners by ethnicity (demographic)
- ✓ the relationship between scores on the standardized assessment and teacher-assigned grades (outcome)
- ✓ the alignment of curriculum to standards in different school programs (process)
- ✓ the relationship between students' aspirations after high school and parents' views of education (perceptions)

Level 4. Two or More Variables, Over Time

Examples:

- ✓ changes over time in the number of English Learners by ethnicity (demographic)
- ✓ changes over time in the relationship between scores on the standardized assessment and teacher-assigned grades (outcome)
- ✓ changes over time in the alignment of curriculum to standards in different school programs (process)
- ✓ changes over time in the relationship between students' aspirations after high school and parents' views of education (perceptions)

Analyzing the Interaction of Multiple Kinds of Data

Interactions between different kinds of data can reveal deeper insights into the school program and how it's serving the students. Below are specific examples of what the interaction of the different kinds of data may reveal.

Level 5. Interaction of Two Kinds of Data

Examples:

- ✓ scores on a standardized assessment by ethnicity
(*interaction of outcome and demographic data*)
- ✓ students' grades by involvement in extracurricular activities
(*interaction of outcome and process data*)
- ✓ students' aspirations after high school by ethnicity
(*interaction of perceptions and demographic data*)
- ✓ the relationship between students' aspirations after high school and the number of conversations students have with teachers and counselors about career goals
(*interaction of perceptions and process data*)

Level 6. Interaction of Two Kinds of Data, Over Time

Examples:

- ✓ scores on a standardized assessment by ethnicity over time
(*interaction of outcome and demographic data*)
- ✓ students' aspirations after high school by ethnicity over time
(*interaction of process and demographic data*)
- ✓ students' grades by involvement in extracurricular activities over time
(*interaction of outcome and process data*)
- ✓ students' aspirations after high school by the number of conversations students have with teachers and counselors about career goals over time
(*interaction of perceptions and process data*)

Even more insight can be gained by looking at the interaction of three or four kinds of data. According to Bernhardt, such analysis “allows us to see trends, to begin to understand the learning environment from the students’ perspectives, and to know how to deliver instruction to get the desired results from and for *all* students” (p. 20).

Level 7. Interaction of Three Kinds of Data

Examples:

- ✓ scores on a standardized assessment by ethnicity in relation to how students perceive school (*interaction of outcome, demographic, and perceptions data*)
- ✓ instructional processes used for students in different programs in relation to what students say they enjoy (*interaction of process, demographic, and perceptions data*)

Level 8. Interaction of Three Kinds of Data, Over Time

Examples:

- ✓ scores on a standardized assessment by ethnicity in relation to how students perceive school over time (*interaction of outcome, demographic, and perceptions data*)
- ✓ instructional processes used for students in different programs in relation to what students say they enjoy over time (*interaction of process, demographic, and perceptions data*)

Level 9. Interaction of Four Kinds of Data

Example:

- ✓ students’ achievement on an assessment by gender, by how they view school, and by enrollment in specific school programs (*interaction of outcome, demographic, perceptions and process data*)

Level 10. Interaction of Four Kinds of Data, Over Time

Example:

- ✓ how students' achievement on an assessment by gender, by how they view school, and by enrollment in specific school programs has changed over time (*interaction of outcome, demographic, perceptions and process data*)

What Interactions of Data May Reveal

The following chart, based on Bernhardt (p. 126), summarizes what the interactions of different kinds of data may reveal.

Interactions of Data

| <i>Kinds of Data</i> | <i>Examples of What Interaction May Reveal</i> |
|---|--|
| <i>Demographic and Outcome Data</i> | If subgroups of students are achieving differently on different measures of achievement |
| <i>Demographic and Process Data</i> | If subgroups of students are offered different programs and processes |
| <i>Demographic and Perceptions Data</i> | If subgroups of students are experiencing school differently |
| <i>Outcome and Process Data</i> | If different programs are achieving similar results |
| <i>Outcome and Perceptions Data</i> | If students' perceptions of learning impact their achievement |
| <i>Process and Perceptions Data</i> | If students' or others perceive different programs differently |
| <i>Demographic, Outcome, and Process Data</i> | What processes or programs work best for different groups of students as measured by student learning results |
| <i>Demographic, Outcome, and Perceptions Data</i> | The impact demographic factors and attitudes about learning have on student achievement |
| <i>Demographic, Process and Perceptions Data</i> | What programs or processes different groups of students like best or the impact different programs have on student attitudes about learning |
| <i>Outcome, Process, and Perceptions Data</i> | How students' attitudes about or preferences for different school processes impact their achievement |
| <i>Demographic, Outcome, Process and Perceptions Data</i> | What programs or processes have the greatest impact on different groups of students' learning, according to students' perceptions and as measured by their achievement |

Drawing Conclusions from Data

Working with data can easily become overwhelming because there is so much information to collect, so much work to be done in organizing and presenting it to others, and so much time required to reflect on and discuss what the data is revealing about your school. For these reasons, it is important to find ways to step back and look at the data as a whole.

Laurie Olsen, in her article “The Data Dialogue For Moving School Equity,” describes one four-step process for working with data that has led to positive results:

- **Step 1.** Limit the initial conversation to agreeing on what the data says (not their usefulness, not their implications, and not reactions).
- **Step 2.** After agreeing on what the data says, encourage people to raise questions about additional or possibly better data that is needed to create a more complete picture.
- **Step 3.** Discuss interpretations of the data, including what it means and what implications it has and why such patterns may be occurring.
- **Step 4.** Define priority goals and propose interventions. The Leadership Team or Home or Focus Group may want to define their *top three priority goals** based on the data collected and analyzed. Once these priority goals have been identified, the team can define the following:

What strategies will we use to ensure that these goals are met?

What resources will we use to implement the strategies?

How will we determine if we are accomplishing the goals? What benchmarks will we use?

Who will be responsible for implementing and monitoring the strategies?

When will we assess our progress and make any necessary modifications?

*See the STAR Center’s *Self-Study and Planning Guide*, 1997.

Discipline or Shareholder Committee: _____

Charting Evidence of Achieving Expected Learning Results

To what extent are all students achieving the below-mentioned ESLR within your discipline and/or school program?

Data Gathering Tool—Summary of Evidence of Student Learning

| ESLR (or ESLR indicator) | |
|--|---|
| Sources of Information | Interpretation of Results |
| Evidence of Student Learning (e.g., teacher-made tests, standardized tests, performance tests, other examinations, exhibitions, projects, portfolios, self-assessments, daily assignments, report card analyses, University of California a-f requirements, etc.) | <p>What did you find about student achievement as you evaluated the results of student learning?</p> <p>Did you find anything special about subgroups of your student population?</p> |
| Observations of Students Working | <p>What did you find about student achievement as you observed students working?</p> <p>Did you find anything special about subgroups of your student population?</p> |
| Interviews with Students, Parents, and the Community | <p>What did you find about student achievement during interviews?</p> <p>Did you find anything special about subgroups of your student population?</p> |

Charting Evidence of Achieving ESLRs (continued)

Data Gathering Tool—Summary of Other Outcome Data

| Sources of Information | Interpretation of Results |
|--|---|
| Completion Rates (graduation, dropout, promotion, retention) | <p>What did you find about student completion rates in your courses?</p> <p>Did you find anything special about subgroups of your student population?</p> |
| Comparative Data (matched scores, to external standards, among subgroups, to external groups) | <p>What did you find when analyzing comparative data?</p> <p>Did you find anything special about subgroups of your student population?</p> |
| Post-Enrollment Data (admission/entrance to and performance in post-secondary education, armed forces, and workforce) | <p>What did you find about students' continuing achievement after leaving high school?</p> <p>Did you find anything special about subgroups of your student population?</p> |
| Supplemental Data (discipline referrals, extracurricular activities, suspensions, expulsions) | <p>What results did you discover from analyzing supplemental data?</p> <p>Did you find anything special about subgroups of your student population?</p> |

Rubrics

Rubrics

This section contains rubrics which correlate to the WASC/CDE criteria. The rubrics contain descriptions that assist a school in determining from the data analyzed the level to which each criterion is being met.

CRITERION A-1: The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards. The expected schoolwide learning results stress attainment of the academic standards.

STAGES

| 4 | 3 | 2 | 1 |
|---|--|---|---|
| <p>Representatives of all segments of the school community collaborate to establish a coherent vision of what students should know and perform upon exit from high school. By virtue of its collaborative development, this vision is consistent with and supported by board and district policies*. An ongoing process exists for monitoring and review of the vision.</p> <p>This coherent vision is based on student needs, state, national and local standards. This vision is congruent with current research and practices, state curricular frameworks and a belief that all students can learn.</p> <p>The curricular and instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, career readiness, perceived student needs and interest, and a belief that all students can learn.</p> <p>The school's vision and schoolwide learning results drive all curricular and instructional goals and activities to include the related planning and system processes, staff development, time and resource allocation and program development.</p> | <p>The school's vision was developed with representatives of all shareholder groups. The school/community's vision for the learning results is acknowledged and supported by the district and board. A periodic process exists for monitoring and review.</p> <p>The staff's vision of what students should know and be able to do upon exit from high school is consistent with national, state and local standards, curriculum frameworks and current educational research and practice.</p> <p>The school-community vision statement and implementation plan articulates a process that all students will participate in a curriculum that is challenging, rigorous and meaningful.</p> <p>The curricular and instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, career readiness, perceived student needs and interest, and a belief that all students can learn.</p> | <p>The school's vision statement is global. It reflects school goals which focus on students gaining the knowledge necessary to meet basic or college preparatory requirements. The vision was developed with some input from the faculty and members of the school/community.</p> <p>The school's shareholders are beginning to discuss expected schoolwide learning results for all students based on the school's vision and academic standards.</p> <p>The curricular and instructional goals are defined primarily by departments and lack alignment to the standards.</p> | <p>The school /community have a formal statement of philosophy, and goals that is kept on file at the school and meets external needs for such a document.</p> <p>These documents are not often used in making decisions regarding curricular instruction and staff development.</p> <p>The district and school's goals and/or philosophy statements are incongruent and have been developed independent of each other.</p> <p>The district and school's curricular areas are beginning to utilize academic standards.</p> <p>At the classroom level, curricular goals for student learning are determined by the individual teacher, based on the factual information to be covered and student performance on standardized tests.</p> |

*District involvement may vary for charter schools, i.e., may not be applicable or defined differently.

CRITERION A-2: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic/career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

STAGES

| 4 | 3 | 2 | 1 |
|--|---|---|---|
| <p>The school has a functioning governance structure, with clear lines of authority and responsibility. The vision is consistent with and supported by board and district* policies. There is participation of central office personnel, if applicable, and board in the development of the vision, and expected schoolwide learning results of the school.</p> <p>The principal communicates with the district and board to facilitate mutual support of district and site expectation of student learning results and academic standards.</p> <p>The district, board, and school leaders work cooperatively in a culture that ensures student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts.</p> <p>Authority and responsibility are allocated within a culture that promotes effective functioning of staff at all levels. There is parent participation in the school's governance. Complaint and conflict resolution policies and procedures are clear and operable.</p> <p>The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and involves all educational shareholders in the school community. Decisions are made collaboratively and support the implementation of a standards-based education and every student achieving the standards.</p> <p><i>Continued on next page</i></p> | <p>The school has a functioning governance structure, with clear lines of authority and responsibility. The vision is consistent with and supported by board and district* policies. There is participation of central office personnel, if applicable, and board in the development of the vision, and expected schoolwide learning results of the school.</p> <p>The principal communicates with the district and board to facilitate mutual support of district and site expectation of student learning results and academic standards.</p> <p>The district, board, and school leaders work cooperatively to ensure that student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts.</p> <p>Authority and responsibility are allocated in a way that works toward promotion of effective functioning of staff. There is parent participation in the school's governance. Complaint and conflict resolution policies and procedures are in place.</p> <p>The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and to some degree involves educational shareholders in the school community. Decisions are usually made collaboratively and support the implementation of standards-based education and every student achieving the standards.</p> <p>The school leadership team and the principal work to maintain effective communication within the school and with the school community, and Board of Education.</p> <p><i>Continued on next page</i></p> | <p>The school has a functioning governance structure, with clear lines of authority and responsibility. The vision (purpose) is consistent with and supported by board and district policies. There are aspects of the clarity regarding the relationship between the vision, board and district policies that needs strengthening.</p> <p>There is some participation of central office personnel, if applicable, and board in the development of the vision and expected schoolwide learning results of the school.</p> <p>The principal meets routinely with the district staff to present school plans and needs, and the district communicates these needs to the board. The school's expected schoolwide learning results and academic and career technical education standards are informally acknowledged and incidental to district policy. The principal receives input from the school-site council on the school plans.</p> <p>The governing authority delegates implementation of these policies to the professional staff. There is parent participation in the school's governance. The school community understands the governing authority's role.</p> <p>The principal serves as the manager of the school and conveys district and school goals and policy to the staff to ensure compliance and that students achieve the standards.</p> <p>The principal shares the school vision with members of the school community and everyone is encouraged to help students achieve the standards.</p> <p><i>Continued on next page</i></p> | <p>The school has a functioning governance structure, with semi-clear lines of authority and responsibility. There is lack of clarity of the relationship between the vision, board and district policies. The board policy and district procedures related to student learning are developed in isolation of the school community and communicated in written form to the principal.</p> <p>There is little participation of central office personnel and board in the development of the vision and expected schoolwide learning results of the school.</p> <p>The principal is the decision maker, reacting to school problems and or district/state/federal mandates independently. He/She independently plans for school change, receiving permission or direction from the district and considers recommendations from the school staff at his/her discretion. While working in isolation, he/she delegates tasks to others in the school as the need arises. The principal's primary goals are to have a well-managed, orderly, functioning plant and that students achieve the standards.</p> <p>The principal's focus is on school improvement and compliance. He/She receives input from school organizations on the school plans to satisfy legal and district requirements including achieving the standards.</p> <p>Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) are conducted to meet legal requirements.</p> |

CRITERION A-2 continued

| STAGES | | | |
|--|---|---|----------|
| 4 | 3 | 2 | 1 |
| <p>The school leadership team and the principal maintain effective communication within the school and with the school community, and Board of Education and involve school leaders to facilitate mutual support and commitment to the school's expectation for every student to achieve the standards.</p> <p>Means of monitoring results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are effectively carried out.</p> | <p>Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are effectively carried out.</p> | <p>The governing authority monitors results. The governing authority carries out clear evaluation on the identified goals.</p> <p>Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency LEA) are carried out to meet legal requirements.</p> | |

*District involvement may vary for charter schools, i.e., may not be applicable or defined differently.

CRITERION A-3: Based on student achievement data, the school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning results and the academic and career education standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

STAGES

| 4 | 3 | 2 | 1 |
|--|--|---|--|
| <p>A formalized governance system at the school is representative of the broad learning community in which the principal serves as leader and facilitator.</p> <p>The school's leadership consists of administrators, faculty, students, staff, and community members who work together to shape and promote the culture of the school; celebrate excellence, improvement, and learning; and make sound decisions and resource allocations to ensure that the established expected schoolwide learning results and the academic and career technical education standards are achieved.</p> <p>Ideas, innovation, and input from all members of the school community are actively sought and highly valued, and both administrative and educational policies and procedures are systematically reviewed and revised. The entire school community is actively involved in all major decisions and actions related to common goals.</p> | <p>The school's leadership team works closely with key members of various shareholder groups to shape and promote the school's culture and vision.</p> <p>The leadership team communicates regularly with members of the school community, encourages and celebrates excellence, and makes decisions and allocates resources in order to support the expected learning results.</p> <p>Ideas, innovation, and input from the school community are valued; are considered in the review and revision of administrative and educational policies and procedures; and are linked to school goals, the schoolwide learning results, the academic and career technical education standards, and program improvements.</p> | <p>The principal serves as the manager of the school, conveying district and school policy and goals to the staff and ensuring compliance.</p> <p>A council of key staff members meets regularly with the principal to advise on matters related to curriculum and instruction. The principal led council promotes the culture and vision of the school; communicates regularly with faculty, students, staff, and parents; makes decisions; and allocates resources.</p> <p>Ideas, innovation, and input from selected members of the school community are accepted, and, when necessary, administrative and/or educational policies and procedures are revised.</p> <p>The school community is made aware of the vision for the school, and everyone in the school community is encouraged to help students achieve the vision.</p> | <p>The principal is the decision maker, reacting to school problems and/or district, state, or federal mandates independently. He or she independently plans for school change, receiving permission or direction from the district and considering recommendations from school staff at his/her discretion. While often working in isolation, he or she delegates tasks to others in the school as the need arises. The principal's primary goal is to have a well-managed, orderly, functioning plant.</p> <p>Although ideas and input from other designated leaders, e.g., vice principals, are considered, a hierarchical structure dominates both the school's leadership and relationships between teachers and students.</p> <p>Ideas from the school community are regularly expressed through special interest groups. Such groups frequently compete with other groups for policy consideration, program needs and resource allocation.</p> <p>The principal receives input from the school-site council on the school plans to satisfy legal requirements. The principal submits the plan to the district and board for approval or modification.</p> |

CRITERION A-4: A qualified staff facilitates achievement of the academic and career technical education standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.

CRITERION A-5: Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.

STAGES

| 4 | 3 | 2 | 1 |
|--|---|---|--|
| <p>Teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements.</p> <p>The purpose of the professional development program is to improve student learning by engaging teachers in a rigorous and challenging curriculum.</p> <p>The district/school professional development design focuses on all students achieving the expected schoolwide learning results and the academic and career technical education standards, i.e., participation in modifications in teaching/learning based on critical review of data. The design is collaboratively developed and supported by all professional staff. The design promotes both formal and informal interdisciplinary discussions regarding educational research.</p> <p>The professional development fosters a community of learners, building knowledge, skills, processes, attitudes and leadership which facilitates student learning. The board, district and school publicly recognize the critical importance of this ongoing improvement effort, and provide sufficient time and resources for successful implementation.</p> | <p>Every attempt to have teachers fully qualified for assigned areas.</p> <p>Generally, the results of analyzed student data drive the decisions regarding staff needed.</p> <p>Teacher monitoring includes formal evaluation as well as routine ongoing informal observation. Generally the staff considers monitoring supportive and a vehicle for further professional development. Monitoring may also include peer support systems to identify needs for ongoing professional development.</p> <p>Coaching and mentoring are encouraged and practiced. Current educational theory is integrated into professional development and discussions.</p> <p>The district/school schoolwide professional development design is developed based upon identified needs, school-based data, and current research. Staff members engage in both short-term and long-term planning relating professional development. The school and district foster a culture for collegial sharing and mentoring by providing adequate time and resources for professional development.</p> <p>The professional development program is developed and implemented by a cross-disciplinary team. The effect of the plan is an observable, measurable improvement in effective teaching and student learning across the entire program.</p> | <p>The school attempts to have most teachers qualified for assigned areas. There are a few emergency credentialed teachers. Usually, the results of analyzed student data drive the decisions regarding staff needed.</p> <p>Teacher monitoring is based on the teacher evaluation system required by the district. The follow up with staff is used primarily to correct deficiencies of the individual teacher.</p> <p>Coaching, mentoring, and other forms of staff support are limited by resources, time, and workload.</p> <p>In the absence of a comprehensive design the school meets departmental or individual teacher goals, but these are generally unrelated to improving schoolwide learning for students. The activities are ad hoc and tend to focus exclusively on the act of teaching rather than the activity of student learning.</p> | <p>The school has a high number of of emergency credentialed teachers. Student needs are not necessarily verified by the disaggregated data and hiring of appropriate staff is therefore not consistent with student needs. Coaching, mentoring, and other forms of staff support rarely occur.</p> <p>Teacher monitoring is done to meet minimum state and district requirements for teacher evaluation.</p> <p>While professional development activities meet the needs of the individual staff members they are not related specifically to the district, school or departmental.</p> <p>Professional development activities are isolated and not part of an organized design; these activities are selected to meet individual teacher needs and appear random and fragmented.</p> <p>Staff members are sent to off-site professional development for reasons that have little or no linkage to an overall school professional development design. When they return to work, information from the workshop is shared within a narrow circle of colleagues.</p> |

CRITERION A-6: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic and career technical education standards and the expected schoolwide learning results.

CRITERION A7: The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting). [CHARTER SCHOOLS ONLY]

CRITERION A8: The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. [CHARTER SCHOOLS ONLY]

STAGES

| 4 | 3 | 2 | 1 |
|---|--|---|---|
| <p>Strategies, structures, actions, and the allocation of resources grow out of a systematic focus on learning and continuing assessment of results. There are strong links between data analysis and the achievement of academic and career technical education standards and the expected schoolwide learning results by all students.</p> <p>Assessment data determines the qualifications, requirements and placement of staff, as well as all decisions regarding professional development.</p> <p>Each year the school compiles data on its assessment of standards and learning results, as well as other established indicators [e.g., CAHSEE, CST, API, CELDT, SAT/ACT reports, CTE Certifications, Perkins Data and follow-up data (Perkins and ROP)] and analyzes these data in relation to the school's vision.</p> <p>These analyses form the basis of school and community discussions and planning to improve processes and programs to benefit all students and guide future resource allocations.</p> <p><i>Continued on next page</i></p> | <p>The school community has made connections between analysis of available data, the school's vision for expected schoolwide learning results and the academic and career technical education standards, and the budget and use of available resources. This includes a systematic use of hard data that enables the staff to compare student performance to established standards across grade levels, both annually and during the course of the year, and to assess the effect of new teaching methods and changes.</p> <p>These data guide personnel assignments and most decisions regarding professional development.</p> <p>The school has developed a process to collect the results of its schoolwide assessment of student learning and it uses the results to compare this data to standardized school site assessments (e.g., CAHSEE, API, SAT/ACT, CTE Certifications). This process is part of a review of the school's general level of accomplishment in meeting the academic and career technical education standards and the expected schoolwide learning results.</p> <p>These analyses guide decisions about programs, services, and resource allocations and the development of the long-term school improvement plan.</p> <p><i>Continued on next page</i></p> | <p>The school is beginning to develop a systematic approach to data collection and analysis oriented toward long-term program planning focused on student learning. Budget and resource allocation have not been used as tools for long-term student achievement gains. Planned changes are seldom interrelated or directed toward improving student achievement.</p> <p>Teaching assignments are generally based on seniority, the need to cover the master schedule, extra-curricular assignments, and compliance with state credentialing requirements. Assessment results are sometimes used to identify individual staff problems and individual professional development needs.</p> <p>The school collects standardized schoolwide assessment data on student performance. School site and district staff refer to standardized data in discussions focusing on programs, services, and resource allocation.</p> <p>Although data about student success is gathered, the effort is not comprehensive. Only a few staff members are involved in examining and understanding the relationship between these data and student performance. When changes in student achievement are noted, they are difficult to analyze relative to program practices or changes because historical achievement data has been inadequate.</p> <p><i>Continued on next page</i></p> | <p>The school uses the assessment of student learning results sporadically as a tool for school improvement, resource allocation, or information on which to base decisions for change or improvement.</p> <p>Teaching assignments are generally based on seniority and compliance with state credentialing requirements rather than comprehensive feedback or assessment data.</p> <p>Use of physical plant, determination of needed instructional materials, teaching assignments, and budget and resource allocation have not been used to specifically focus on improving schoolwide student performance.</p> <p>Resources available to the school are viewed in traditional ways. They are seen as valuable primarily when they make an obvious fiscal impact. A lack of schoolwide success is often seen as the result of inadequate state, district, or local financing. There is no connection made between student achievement and utilization of resources, except as a reason for past poor performance.</p> <p>Teachers are considered the only human resources at the school that make a significant impact on student success. Other school staff are not recognized for the part they play in student achievement, and generally are not used in helping students accomplish their goals.</p> <p><i>Continued on next page</i></p> |

CRITERION A-6 through A8 continued**STAGES**

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| <p>The school's leadership clearly understands what resources are available both within and outside the school community. There is a program design to use these resources that is based on student needs and supports achievement of the academic and career technical education standards and the expected schoolwide learning results.</p> <p>Each individual at the school site recognizes his or her contribution as a potential resource to the school's success. Adequate funds are effectively utilized to support staff needs.</p> <p>The school's physical plant supports and enhances the learning environment. It is well-maintained, functional and attractive, free of graffiti and clean, and supports the safety of all students. There is space which adequately supports all classes in addition to areas on campus for students and staff to go for collaboration and research.</p> <p>The school supplies and materials are available to meet the needs of all students and are supported by appropriate funds.</p> <p>There is an adequate supply of current textbooks, other resources materials and technology. The library is well supplied with up-to-date materials and technology to support student learning.</p> <p>The district is viewed as an essential partner in accomplishing the school's goals. Use of district resources is planned through a cooperative effort to enhance the school's program. Both the district and school staff collaboratively manage resources to enhance student learning.</p> | <p>School staff members understand the internal and external resources which are available and are involved in continuing discussions on how to use those resources to improve student learning. A planning effort is underway or at least being considered to best support student achievement of the academic standards and the expected schoolwide learning results.</p> <p>There is recognition that everybody has a part to play in achieving student success; plans are underway to confirm the most effective roles for each individual.</p> <p>The schools physical plant is reasonably well maintained, and leadership and staff are actively working on enhancing the facilities.</p> <p>The school supplies and materials are available to meet the needs of all students and are supported by appropriate funds. Every classroom has sufficient and up-to-date core textbooks and supplemental materials. The school leadership is actively working to keep library up-to-date in both materials and technology.</p> <p>Relationships with the district are characterized by a collaborative effort involving decision making and the allocation of resources. District goals and objectives take precedence.</p> | <p>The school actively attempts to make the best use of available internal and external resources, but there is no comprehensive approach or clearly thought out plan for resource utilization. There is no direct connection of resources to student achievement of the academic standards and the expected schoolwide learning results.</p> <p>Staff are recognized as resources for student learning, but only relative to job title and function. They know they are important to the school, but they do not necessarily have direct connection to student success. Their input is solicited only through a hierarchical structure.</p> <p>The schools' physical plant is in less than ideal state of repair, however, it can still support a reasonable learning environment. Some landscaping and other aesthetic enhancements exist. Generally, problems with facility are solved on a crisis-response basis; there is no plan for on-going improvement. Laboratories are available, but may not support a total hands-on program for all students.</p> <p>While current resources are available, not every classroom has a sufficient supply of textbooks and materials. The library is not modernized, and materials and technology are not considered to be current.</p> <p>Recognized needs are discussed with district staff members, and specific requests for assistance are taken to the district for support.</p> | <p>The school's physical plant does not support a good learning environment. It is characterized by inadequate maintenance and repair and antiquated equipment. While basic laboratory facilities exist, they often are not supported by adequate materials.</p> <p>Textbooks are out-of-date, in poor condition and in short supply. Other resources are not available in the classroom, and those available in the library are not current.</p> <p>The school sees the district as a resource primarily to assist with routines and procedures and as a manager of scarcity.</p> |

CRITERION B-1: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic and career technical education standards and the expected schoolwide learning results. Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.

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| <p>All students* participate in rigorous, research-based academic curriculum that prepares them to think conceptually, solve problems, and communicate their ideas effectively. Closely aligned with district, state and national standards, the state frameworks and expected schoolwide learning results, the curriculum emphasizes learning about subjects in depth, connecting new learning across disciplines, connecting new learning to prior knowledge, constructing new knowledge, and applying learning in real-world contexts.</p> <p>All students have access to a variety of curricular choices that will enable them to meet the graduation requirements. Integrated programs are designed to meet college entrance requirements, while also providing students with career-related technical and practical skills.</p> <p>All academic and career-technical program s are meaningful, open to all students.</p> | <p>Students receive a rigorous academic and career curriculum aligned with district, state and national standards and state frameworks. All courses are consistent with the academic and career technical education standards and the expected schoolwide learning results and meaningful to the students.</p> <p>Students have access to a variety of curricular choices that will enable them to meet the graduation requirements. Increasing numbers of students enroll in academic courses that prepare them for college eligibility. All students have the option of enrolling in these courses and participating in career and technical opportunities.</p> <p>A rigorous curriculum that provides opportunities to apply knowledge across disciplines, to construct new knowledge, and to apply knowledge and skills in meaningful, real-world settings is available to all students.</p> | <p>Students receive a curriculum based on standards for skills and knowledge. Interaction among teachers occurs across some disciplines. In the academic foundation, learning is primarily textbook-oriented and abstract, emphasizing the accumulation of facts and concepts.</p> <p>Students can choose sequences in the curriculum that lead to a basic education. Electives may be available for those who want to explore applications of academics gain field experiences, or pursue some subjects in depth.</p> | <p>The learning is textbook-oriented, emphasizing the memorization of facts and the acquisition and practice of basic skills. Students participate in academic courses that have no direct link with each other. The instruction in these courses is based upon the perceived ability levels of the students.</p> <p>Students are enrolled in course sequences in the curriculum that lead to a basic education.</p> |

CRITERION B-2: All students* have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

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| <p>All students have personal learning plans that are viewed as flexible blueprints that allow them to meet or exceed academic and career technical education standards and results in the achievement of the expected schoolwide learning results. The plans facilitate students and their parents to explore, analyze, and evaluate educational and career goals, as well as suggest a wide range of options for achieving those goals.</p> <p>The personal learning plans are developed through collaborative approaches involving the student, the school staff, and parents. The planning process provides students with multiple opportunities to make decisions about how to acquire appropriate skills and experiences to support accomplishment of their goals. Students and parents understand the learning plans that provide a flexible and responsive tool to enable students to plan, evaluate, and reflect on their choices as they affect future options.</p> <p>Students' learning styles, interests, and post-secondary goals are reflected in their personal learning plans, which guide the selection of their courses, their program major, and their supporting co-curricular activities and experiences.</p> <p>Students' plans and programs are regularly revisited, and changes are made reflecting a student's current interests, goals, and needs.</p> | <p>Students' personal learning plans are used as a basis for course selection and exploration of future options. They also guide and assist in monitoring student progress in the achievement of the academic and career technical education standards and the expected schoolwide learning results.</p> <p>The school's counseling and guidance staff or advisors explain the connections between current course and program selection and post-secondary options, and they encourage students to make decisions and select courses based on both current interests and future goals.</p> <p>Students consult with their parents and with the school counseling and guidance staff to choose both their academic core courses and their electives based on their post-secondary plans, performance levels, and interests.</p> <p>The school has a system to accommodate student requests for changes in their programs when their goals, needs, or interests change.</p> | <p>Students' personal learning plans note the student's future goals, chart progress in meeting requirements for graduation and/or college entrance, and guide course selection and sequencing.</p> <p>The counseling and guidance staff or designated personnel consult with students in order to help them complete their personal learning plans. They discuss the connections between high school courses, future options, and academic performance with students. They also recommend course sequences based on student performance levels and high school graduation and/or college entrance requirements.</p> <p>Students are encouraged to share and discuss their personal learning plans with their parents, and parents are invited to discuss the plans with a designated staff member if they wish to do so.</p> <p>When students are scheduled into programs, they are generally required to remain enrolled for the entire academic term. Because of the limitations of the school's schedule and course prerequisites, changes in students' schedules are difficult. Adjustments to students' personal learning plans are determined by the schools master schedule and course prerequisites.</p> <p>The school has procedures for providing students and parents with basic information about high school and about college entrance requirements and application dates.</p> <p>The school recognizes the need to extend the application of knowledge. Students experience research skills and knowledge of information systems for future use.</p> | <p>Students' personal learning plans are used primarily for scheduling classes and are check lists of required courses for graduation and/or college entrance.</p> <p>Understanding the connections between school, college, and careers is the student's responsibility. Many students see little or no relationship between either their school curriculum and their future career opportunities, or their own academic performance and their future opportunities.</p> <p>Developed by the school staff (usually counselors), the students' learning plans may periodically be shared with the students and their parents in order to inform them of the student's progress in meeting requirements.</p> <p>Students and parents are given basic information about the high school prior to registration for classes. Students are registered for required courses and make selections of electives based on the prerequisites and availability of the class.</p> <p>Some information about colleges is available at the school for parents and students who are interested.</p> <p>The school focuses on knowledge of content. Students experience instructional strategies that focus on isolated content, skills, and ideas.</p> |

CRITERION B-3: Upon completion of the high school program, students are able to meet all the requirements of graduation.

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| <p>Students understand what is expected to graduate. Upon completion of the high school program, students meet all graduation requirements such as meeting the state and district academic and career technical education standards in all required areas and passing the CAHSEE. The staff works regularly with all students to monitor progress and additional support is provided to ensure success for all students.</p> <p>All students have access to sequences that prepare them for success in post-secondary education and career-technical preparation. Instructional staff work collaboratively with community resources to continuously improve the curriculum and actively involve students in learning that is relevant and rigorous.</p> <p>The school maintains linkages with post-secondary institutions aimed at students performing at the high end of the academic spectrum.</p> <p>Analysis of multiple measures of data reveal that each year more students enter college, technical-preparation programs, and career-related jobs.</p> <p>The school/community is responsible for gathering information on the success of their students after graduation. College reports, informal business community responses, follow up studies from specific programs, and verbal reports from students invited back serve as the main sources of information to trigger dialogue about improving processes for student preparation, including the student achievement of the academic and career technical education standards and the expected schoolwide learning results.</p> | <p>Upon completion of the high school program, most students meet the graduation requirements. The staff monitors progress of students toward these requirements, ensuring student understanding of these expectations. Some support is provided to ensure that students are meeting all requirements.</p> <p>Upon graduation students are prepared to choose from a variety of options that include college and/or post-high school technical preparation or employment.</p> <p>The school maintains some linkages with those post-secondary institutions aimed at students performing at the high end of the academic spectrum.</p> <p>The school/community collaborates with post-secondary institutions to encourage students of varying backgrounds to gain academic success in order to pursue higher education and professional career opportunities.</p> <p>The school/community works together to plan and implement multiple methods of tracking graduates. The analysis of this information is used to provide a greater understanding of how to continue to improve the school's efforts to ensure that all students meet the broader expected schoolwide learning results and the academic and career technical education standards.</p> | <p>Students generally understand the requirements of graduation. The staff does some monitoring of student progress toward the graduation requirements. Students may choose to utilize support programs.</p> <p>Students are given the option of taking college preparatory classes, career programs, or general education programs, which allows them to select from available electives in addition to classes required for graduation.</p> <p>The school/community encourages all students to consider post-secondary education and professional career options. To learn more about the success of their students after graduation, the school depends primarily on follow -up reports from colleges and specific programs.</p> | <p>Students are advised about the graduation requirements; there is general monitoring of all students in meeting these graduation requirements. Some program support is available.</p> <p>A few students are tracked into courses that are designed to prepare them for success only at their perceived ability levels. Because courses are divided primarily into college prep or non-college prep programs, students have few real options for changing.</p> <p>Upon graduation students may be unaware of how their high school experience has prepared them for life beyond high school.</p> <p>To learn about post-graduate student success the school relies on informal reporting from parents and past students.</p> |

CRITERION C-1: To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.

CRITERION C-2: All teachers utilize a variety of strategies and resources, including technology, career education, and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

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| <p>A variety of information sources including locally developed standards, state curriculum frameworks, and other national references are utilized on a regular basis as resources to define curricular content, instructional activities, and the establishment of a community of learners within the classroom. Innovative methods that are supported by research and professional development activities are frequently used in the classroom and school. The focus is to help all students meet or exceed academic standards and achieve the expected schoolwide learning results.</p> <p>Instructional approaches are used that require active involvement of the learner and help students develop an array of techniques to organize, access, and apply knowledge. Inquiry is the norm at all levels and in all subjects. Instructional approaches help students connect to existing knowledge, construct meaning, elaborate beyond content, and monitor their own learning.</p> <p>Technology and career technical education offer a variety of instructional support. Students use technology to learn through on-line courses, complete classroom assignments, and expand skills and knowledge learned in the regular classroom. Career technical education provides the relevancy and student engagement essential for high student achievement.</p> <p><i>Continued on next page</i></p> | <p>Academic standards, expected schoolwide learning results and state curriculum frameworks are utilized to determine curricular content and instructional strategies. Innovative methods are used frequently in the classroom and school.</p> <p>Instructional strategies are used that engage the active involvement of the learner. Students are encouraged to develop techniques to organize, access, and apply knowledge. Technology and career education are available to help students improve their skills, apply knowledge and work on projects.</p> <p>Some teachers function as coaches and facilitators of learning as well as content area experts. Courses are redesigned and modified on an ongoing basis to ensure that the instructional program is challenging, satisfying, and rigorous.</p> <p>In the more rigorous classes, students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress.</p> <p>Students are encouraged and given opportunities to apply their knowledge in classes and in situations outside of school.</p> | <p>Teachers present repetitive course work year after year, changing approaches, activities, and assignments only when they are given ideas or directives through staff development programs, workshop presentations, or textbook instructional guides. They refer to textbooks and course outlines to prepare and sequence class sessions, reinforce students' learning, and serve as a basis for judging students' effort and achievement. The alignment of learning experiences with the academic standards and the expected schoolwide learning results is limited. The primary role of teachers is to serve as content area experts, insuring that students benefit from their knowledge and expertise.</p> <p>Innovative methods are evidenced in some classrooms throughout the school. Instructional strategies are characterized primarily by whole class instruction, teacher-directed instruction, and lectures. Student-centered instructional approaches are utilized from time to time and planned and directed by the teacher. Students' work is primarily done on an individual basis, assignments tend to be of short duration and focused upon the completion of discrete tasks. Opportunities for students to revise and improve upon work in progress are limited.</p> <p>Technology is used primarily as a tool to assist teachers in the management of the instructional program. Technology is made available to students in specific contexts such as business courses or technology-related courses.</p> | <p>Course outlines, textbooks, and other instructional materials serve as the basis for the curricular program and instructional methods used in the classroom. Methods used to deliver the instructional program are consistent from year to year varying only when the curricular content is revised.</p> <p>The primary role of teachers is to serve as content area expert. Instructional strategies emphasize the acquisition of knowledge by students. The teacher directs the organization of, access to, and application of knowledge by students. Students are expected to demonstrate that they have learned the content that has been covered.</p> <p>Lectures and whole class presentations are the primary mode for the delivery of the instructional program. Students' work is done on an individual basis, assignments tend to be of short duration and focused upon the completion of tasks. Opportunities for students to revise and improve upon work in progress are limited.</p> <p>Technology is used primarily by teachers as a record-keeping, data collection tool. Student access to technology is limited to certain courses such as business and technology-related courses.</p> |

CRITERION C1 and C-2 continued

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| <p>The use of the library is an integral part of learning that is maximized by teachers and students. Extensive and up-to-date library services and resources are available and are integrated and articulated with the curriculum/instruction, academic standards and expected schoolwide learning results.</p> <p>Teachers often function as coaches and facilitators of learning as well as content area experts. Teachers redesign and modify courses on an ongoing basis to ensure that the instructional program is challenging, satisfying, rigorous, and aligned with academic and career technical education standards and the expected schoolwide learning results.</p> <p>All students apply their knowledge across disciplines and in courses, programs and activities that integrate academic and career-technical content.</p> | | | |

CRITERION D-1: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

CRITERION D-2: Teachers employ a variety of strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

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| <p>The school community* regards assessment as integral to the educational process rather than a response to outside demands. A variety of assessment systems are in place, including disaggregation of data by subgroups.</p> <p>Assessment that involves all staff is a continuing activity at the school and is linked to achievement of the academic and career technical education standards and the expected schoolwide learning results by all students.</p> <p>Formal and informal data on student achievement, including assessment of student performance relative to state and district-adopted academic and career technical education standards, are routinely gathered. This data is analyzed to evaluate student performance and to identify appropriate strategies and activities to improve instruction. Teachers and administrators use this information to develop goals for curricular development, professional development, and as the subject for observations, discussions and collegial feedback (including feedback from students).</p> <p>Students develop and conduct their own assessments, which, when combined with other assessments, lead to sustained achievement and excellence and provide a basis for evaluation, reflection and modifications of students' individual learning plans.</p> <p>Teachers incorporate assessment tasks into instruction in order to stimulate thinking and learning, including students' ability to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas. Teachers use the most appropriate of a variety of assessments to analyze each student's learning.</p> | <p>The school community regards assessment as providing important feedback information and has regular formal assessment procedures in place that focus on systematic improvement in student performance relative to academic standards and learning results. This includes disaggregation of student data by subgroups.</p> <p>Student data, including assessment of student performance relative to academic and career technical education standards is utilized when available. Documented improvements in student attendance and behavior are analyzed periodically. Many teachers make efforts to use this assessment data in their curricular and instructional program in order to enhance students' learning processes</p> <p>Students are encouraged to consider their assessment results in relation to their personal learning plans.</p> | <p>Data about student achievement are collected sporadically, often in response to external demands. There is a lack of expertise in assessment and an absence of a systematic process that makes improvement. Few changes in classroom instruction result from the assessment process.</p> <p>Assessment of student performance is based on tasks designed to measure student knowledge, and, in some cases, how well they communicate their knowledge to others. These assessments are used by teachers to determine grades and to give students feedback which they may use to modify their learning and enhance their educational program.</p> | <p>Data about student achievement are collected on an individual teacher basis. A small number of instructional strategies are being used, and there is not a direct link to student achievement.</p> <p>Assessment of student performance is viewed as separate from instruction, usually taking the form of end-of-unit or end-of-semester tests. These assessments are used to judge student performance and determine grades. In general, curricular changes and instructional practices are unaffected by assessment.</p> <p>Socio-economic status of students is viewed as reason for poor performance and supplants analysis of assessment results.</p> <p>Although aware of assessment tools, students have little interest in developing them.</p> |

CRITERION D-3: The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.

CRITERION D-4: The assessment of student achievement in relation to the academic and career technical education standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

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| <p>The district establishes and creates a system to continually assess student progress through a comprehensive assessment program that emphasizes student knowledge, performance, and depth of application. The evaluation system and feedback loop are linked to schoolwide assessment of expected schoolwide learning results and academic and career technical education standards for each subject area.</p> <p>The school, with support and assistance from the district, assesses its progress in meeting the academic and career technical education standards and the expected schoolwide learning results by analyzing student performance on its own internal assessments, on standardized tests, and on state measures (e.g., CAHSEE, API, CST, CELDT, CTE Certifications). Other indicators of student success are identified and regularly reviewed. These indicators may include attendance, graduation rate and college entrance rates disaggregated by subgroup (e.g., class level, gender, ethnic/racial grouping, special needs) and other career-related technical programs.</p> <p>The school provides timely and appropriate reports of its assessment and planning efforts to all its various shareholder groups and parents, ranging from specific to general information, e.g., School Accountability Report (SARC). The assessment data are shared with the district and board and they drive district support to the school through program development and resource allocation. At the site level, the assessment data drives changes in the system to better serve the learning needs grade-level performance of all students.</p> | <p>The school establishes levels of accomplishment for the academic standards and the expected schoolwide learning results and assesses student progress through a schoolwide assessment program.</p> <p>The school assesses its progress in meeting academic and career technical education standards and the expected schoolwide learning results through examination of a wide variety of indicators of student learning: student learning results for individual classes, courses, and subject areas, student performance on standardized tests, dropout and college entrance rates.</p> <p>The school community reports its data analysis and planning efforts to a wide variety of shareholder groups and parents, e.g., School Accountability Report Card (SARC).</p> <p>The district provides comprehensive support to the school for analyzing performance data. The district and board provide support to the school in response to the assessment results and resource allocation.</p> | <p>Grade-level departments and individual teachers establish expected levels of student accomplishment by referring to tradition, teaching guides and a beginning level of reference to academic and career technical education standards.</p> <p>The staff has an initial understanding of what should be involved in meaningful performance-based assessment and accountability. For example, although some form of project-based assessment might be used, it is not always related to the state standards.</p> <p>The school assesses its progress in meeting students' needs by referring to drop-out and college entrance rates, community commitment and reaction, staff satisfaction, and aggregated student scores on standardized tests.</p> <p>Assessment data, such as the School Accountability Report Card (SARC), are made available to the public via school-parent organizations and newsletters or bulletins. When necessary, the school cites standardized assessment data to justify or modify programs, services, and resource allocations.</p> | <p>Teachers establish expected levels of student accomplishment by referring to tradition, teaching guides, standardized tests, and, occasionally, academic and career technical education standards. The school includes course grades and standardized test scores in each student's portfolio.</p> <p>The school files standardized schoolwide assessment data and publicly acknowledges any improvement in student test scores. The school's standardized assessment data are a matter of public record, and the school publishes the required data in the School Accountability Report Card (SARC).</p> <p>Although the district and board review the data, support based on the data focuses on short term solutions and limited resource allocation.</p> |

CRITERION E-1: The school leadership employs a wide range of strategies to encourage parental and community involvement.

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| <p>The school has a comprehensive system for communicating with parents and community members and regards them as partners in planning, making decisions, developing expected schoolwide learning results for students, solving problems and providing opportunities for students to apply learning both at home and in the community.</p> <p>Parents are actively offered a variety of options for contributing to the school's and students' academic success. Parents participate as decision makers in school leadership teams, such as School Site Council, English Learners Advisory Council, Parent, Teacher Association and district advisories. Parents volunteer at the school and in the classroom. They extend and support learning at home. Classes are available to assist the parents in their support of their child's development and learning. They are informed about community resources and services and are actively involved in on-going two-way communication between the home and school.</p> <p>The school staff responds to the families and community that they serve and utilizes the community resources to enable all students to achieve the academic and career technical education standards and the expected schoolwide learning results. Parents receive support in assisting their students during grade level transitions and pre- and post-secondary transitions. Communication is routinely conducted in the appropriate home language(s).</p> | <p>The school is developing a system for involving parents and community members in problem solving and active decision making.</p> <p>The principal and selected faculty meet periodically with parents to discuss specific problems/issues. Many parents regularly volunteer at the school and serve on committees focusing on providing resources and support for both academic and nonacademic issues (e.g. fundraising, SSC, ELAC, PTA, extracurricular activities, discipline policies, dress codes, etc.). The school staff regularly communicates with parents about up-coming programs, policies, events and procedures through newsletters, bulletins and the media. Home-to-school communication around an individual student's needs regularly occur.</p> <p>School staff understand the families and communities they serve and are working on plans to utilize resources that families and communities may have. Communication is often conducted in the appropriate home language(s). Community members frequently serve on advisory committees focusing on providing resources and support for both academic, career, and physical/emotional/social issues. School officials routinely meet with the diverse members of the community and business sector through business organizations, service clubs, and other agencies.</p> | <p>The school actively makes the best use of parents who offer to participate at the school. The school regularly informs parents and the community about upcoming programs, policies, procedures, and deadlines through newsletters and bulletins. Parents occasionally serve in advisory roles, particularly for input on policy decisions related to student behavior and participation. The school is reactive rather than proactive in response to requests and needs as they surface.</p> <p>Attempts are made to understand the community and families that are served by the school. Communication is primarily from school to home, although the school will respond to inquiries and requests as they surface. Sometimes communication is translated or conducted in the appropriate home language(s).</p> <p>From time to time students are connected with community resources that support their physical, emotional and social well-being or their academic and career achievement. Parents are the school's primary links with the community and business sector. Occasionally, the community is linked through service organizations.</p> | <p>Parents are used for fundraising or meeting program compliance requirements. They are not considered as a resource that could make a significant impact on student academic success. Parents and community members know little about the day-to-day operations of the school and have few opportunities for involvement.</p> <p>Often the same group of parents are actively involved. Although parents take part in social and extra-curricular activities, they are not encouraged to play a role in the academic or policy decisions.</p> <p>The school staff have little understanding of the resources available from the families and community they serve. Communication between the school and families is limited in frequency and depth. Contacts between the school and the community occur through school-sponsored programs such as ROP, work experience, industrial and business classes.</p> |

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CRITERION E-1 continued

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| 4 | 3 | 2 | 1 |
| <p>The school staff celebrates the diversity of the surrounding community and experiences a high level of public confidence. The school staff outreaches to the community to linkage services and welcome them as advisors.</p> <p>The community partnership agencies offer resources and real-world connections through such opportunities as student internships, mentoring, tutoring, job shadowing, and project-based learning.</p> | | | |

CRITERION E-2: The school is a) a safe, clean and orderly place that nurtures learning and b) and has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

STAGES

| 4 | 3 | 2 | 1 |
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| <p>The school environment actively promotes a learning environment that is safe, secure, clean and orderly and is conducive to learning.. Staff and students expect and experience high levels of success in achieving the expected schoolwide learning results and academic and career technical education standards. Collegiality is observable among all staff. Current educational practices are regularly reviewed and discussed. All staff are encouraged to try new approaches and are supported in their efforts to improve student learning. Respect and concern for others can be observed in every classroom. Respect and concern for others can be observed in every classroom.</p> <p>All shareholders collaborate to identify and plan programs and processes to help students achieve the expected schoolwide learning results and the academic standards. Accountability for student success is acknowledged and shared by all shareholders. Time and resources for these collaborative efforts are systematically planned for and provided.</p> <p>All shareholders share an energy and enthusiasm and are dedicated to improving student learning through accomplishing the school's vision and Single Plan for Achievement.</p> | <p>The school environment is safe, secure, clean and orderly. All staff share high expectations for all students and enhance student learning by promoting a climate of caring and nurturing.</p> <p>Staff expertise is valued and research and innovations are regularly shared in formal and informal ways. Opportunities to extend knowledge and share ideas are planned and occur regularly.</p> <p>Teachers and administrators work together to identify and solve problems related to teaching and student learning. All staff receive both support and encouragement as they increase their effectiveness in helping students reach the academic and career technical education standards and the expected schoolwide learning results.</p> <p>The staff share a common sense of purpose on improving student learning through a Single Plan for Achievement.</p> | <p>Staff and students are occasionally concerned about their safety. Some efforts are made to provide security and safety. The staff is working on the issue of campus cleanliness.</p> <p>Some staff expertise is valued and supported. Teachers work together on specific projects or tasks (e.g., discipline, attendance and management issues), meeting routinely in department/cluster groups to deal with logistical and budget issues. Generally, teachers work in the isolation of the classroom on curriculum and teaching strategies and issues related to student learning.</p> <p>Staff development is an option of individual teachers, not integral to an organized continuous school improvement plan that focuses on student learning.</p> | <p>Discipline, school safety and cleanliness are the exclusive responsibility of administrators. School climate issues are addressed informally. At times, students and staff may fear for their own safety.</p> <p>Past practices and meeting the expectations of colleges, parents and faculty are "of primary value" at the school. There is a clear chain of command and protocol at the school. Staff expertise, ideas and research occur informally and in isolation. Staff development usually relies on outside resources in response to external demands on the school staff.</p> <p>School improvement is sporadic and perceived by the staff as reactive to issues of student discipline, attendance and class management and may not be focused on student learning.</p> |

CRITERION E-3: All students receive appropriate support along with an individualized learning plan to help ensure academic and career success.

CRITERION E-4: Students have access to a system of personal support services, activities and opportunities at the school and within the community.

STAGES

| 4 | 3 | 2 | 1 |
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| <p>The approach to guidance and counseling is schoolwide, focusing on students' personal, career, and academic interests and goals. The guidance and counseling staff (or designated personnel) works with the students to look at prior experiences, and personal needs in relation to both academic courses and career interests. Counselors or advisors also work with administrators, teachers, and other members of the school community to identify students who may be at risk and to intervene effectively. Staff members are aware of all support services available to students on site, in the district, and in the community.</p> <p>Enrollment in all classes reflects the diversity of the students. All students, whatever their abilities, receive continual encouragement to meet the standards-based curriculum. Teachers know their students well enough as individuals to personalize instruction. They use a wide variety of approaches and teaching strategies that ensure that all students have opportunities both to be academically challenged and succeed in meeting all academic and career technical education standards and expected schoolwide learning results. Existing resources and support activities are focused on helping all students to achieve the standards-based curriculum and the expected schoolwide learning results. Various forms of technology (e.g., computers and other media) help to provide access to the curriculum and support for all students. Extensive and up-to-date library services and resources are available and are integrated and articulated with the curriculum/instruction, academic and career technical education standards and expected schoolwide learning results.</p> <p><i>Continued on next page</i></p> | <p>Many opportunities are available-through the academic program, extracurricular activities, and/or counseling and health services — for students to feel connected to the school and supported by it. Activities and services are focused on providing support for students to be successful in an academically rigorous curriculum.</p> <p>Classes at all levels are characterized by diverse student groups, and all students, whatever their abilities, are continually encouraged to meet the challenges of a standards-based curriculum. Teachers are knowledgeable about their students' learning needs and modify their approaches to maximize the learning potential of all students.</p> <p>Most students have a wide range of tutoring opportunities and are proactively referred to support services. Students also have access to an extensive school library and use of technology.</p> <p>Most English Learners receive a rigorous curriculum in appropriate classes and are reclassified when eligible. For students with special needs in successfully meeting the demands of the curriculum, a variety of options are available. These include tutoring and enabling or sheltered courses. Additional support services or programs (e.g., MESA, AVID, GATE) are offered through the school or district. All of these services are provided in a manner that respects students.</p> <p>The school site is supported by the district in meeting the academic support needs of their students.</p> <p><i>Continued on next page</i></p> | <p>Course requirements vary greatly according to level (college preparatory, general, basic, etc.). Classes tend to be grouped homogeneously, rather than reflect the diversity of the school. Although the school is beginning to implement a standards-based curriculum, teachers know the levels of their classes and demand less rigorous work from students they perceive as being at lower levels. Support in the form of technology (e.g., computers) and library resources is available for those who are either most interested or most in need, but it is less accessible to "general" students. Discussions about the relationship between academic support and achievement of the expected schoolwide learning results are beginning to occur among staff.</p> <p>Students who need special support or enrichment in meeting the challenges of rigorous courses are encouraged to get tutoring and make use of available school or community library facilities and services.</p> <p>English Learners may take sheltered courses that allow them to learn many of the basic concepts presented in the parallel courses. Students with special needs are provided special classes and programs.</p> <p>Some attempt is made to reach out to and support students in a systematic way. The school places priority on student attendance and attempts to contact students and parents whenever absences or other issues occur.</p> <p><i>Continued on next page</i></p> | <p>The school's population is not reflected throughout the classes.</p> <p>Students who need support in meeting the rigorous courses are encouraged to take courses that are less-challenging courses.</p> <p>Tutoring, either individually or in small groups, is provided only when students pursue it.</p> <p>English Learners enrolled in sheltered courses receive curricula that focus mainly on accumulating vocabulary and factual information related to their parallels. The school supports students with special needs by providing assistance and services mandated by law.</p> <p>Students are responsible for their attendance and participation in school-sponsored activities. Teachers focus on course content while other staff members focus on the routine school operations. Most staff discussions are informal, centering on problems related to the classroom, student behavior, or the administration.</p> <p>School-sponsored activities such as clubs, sports, student government, and service organizations are independent from academic learning.</p> <p>Guidance and counseling or advisories focus primarily on scheduling or graduation and college entrance requirements. Staff discussions of students at risk occur only on an anecdotal basis. Accessing services and addressing care of social, psychological, and health needs is seen as the responsibility of the students and their families.</p> |

CRITERION E-3 AND E-4 continued

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| <p>Students who need support in meeting the rigorous demands of the curriculum have a network of student support services, including individual and small-group tutoring, special enabling courses and sheltered courses that parallel both the content and concepts of the a-g requirements. The support services and programs draw from an extensive representation of shareholders in and out of school including parents, business, and community members. All English learners receive a rigorous curriculum to support their classes (aides, textbooks). Services for students with special needs are carefully tailored by the LEP to encourage students to attain the highest possible academic levels.</p> <p>School site has financial support and professional development opportunities from the district to meet the academic support based on student needs.</p> <p>Student support is proactive. Student learning and active inquiry are paramount, and students are encouraged and comfortable in seeking support that is vigorously publicized to parents and students.</p> <p>School-sponsored activities, such as clubs, sports, and service organizations are tied to the schoolwide vision of success for all students. Student participation in these activities reflects the diversity and gender of the student population.</p> <p>When in need, students know who to contact and their families can easily access social, psychological, and health services through a school-based network of school and community organizations that work together to solve problems and share resources.</p> | <p>Teachers and staff know the students as individuals and provide support and guidance. The staff has a general understanding of alternatives for student support. They use a formal process for identifying and finding solutions to student personal, academic, career, and behavior needs and making referrals to counseling, special programs, or administration for further assistance.</p> <p>The diverse student populations participate in a wide variety of school-sponsored activities such as clubs, sports, drama and core activities designed to maximize opportunities for success.</p> <p>The school's approach to guidance and counseling or advisories is primarily academic, focusing on student achievement, performance, and behavior. However, the guidance and counseling staff (or designated personnel) works with, and advocates for students at risk, providing referrals or information about school and community social, psychological, and health services when appropriate.</p> | <p>Teachers and staff know the students who excel and those who are at risk, providing encouragement and direction whenever possible. Most staff discussions center on student behavior and learning problems, but these are viewed primarily as being the responsibility of the principal and other administrators. When students are identified as at risk, they and their families are encouraged to utilize school and community social, psychological, and health services when needed.</p> <p>Students are encouraged to participate in school-sponsored activities such as sports and clubs, which have open membership and tryouts, but participation often follows a pattern determined by students' peer and social groups.</p> | |

Expected Outcomes of Self-Study

Through the completion of the self-study process the school will have accomplished:

1. The involvement and collaboration of all staff and other shareholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.
3. The gathering and analyzing of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria.
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.