

WASC/Hawaii DOE Accreditation Term Determination Worksheet

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the **schoolwide strengths and the schoolwide critical areas for follow-up**.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. 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.
4. 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
<p>1. Involvement and collaboration of stakeholders in the self-study that accomplish the six parameters of the self-study.</p>	<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 <div style="text-align: right;"><input type="checkbox"/></div>	<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 <div style="text-align: right;"><input type="checkbox"/></div>	<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 <div style="text-align: right;"><input type="checkbox"/></div>	<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 <div style="text-align: right;"><input type="checkbox"/></div>
<p>2. Defining of the school's purpose through General Learner Outcomes and academic standards.</p>	<ul style="list-style-type: none"> • All stakeholders involved in a consensus building process that determined General Learner Outcomes based on a clearly understood vision and purpose • Understanding and buy-in of the General Learner Outcomes by all stakeholders • Indicators of quality developed that assist in the measurability of the General Learner Outcomes • Staff understand the importance of the General Learner Outcomes and their integral relationship to the academic standards <div style="text-align: right;"><input type="checkbox"/></div>	<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 General Learner Outcomes by most instructional staff and other stakeholders • Staff currently working on indicators that assist in the measurability of quality for the General Learner Outcomes • Staff gaining greater understanding of the importance of General Learner Outcomes and their relationship to academic standards <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Process focused on a leadership team developing the General Learner Outcomes • Clearly understood vision and purpose; however need for further consensus and understanding of the General Learner Outcomes 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 General Learner Outcomes and relationship of goals to academic standards <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Administrative team developed the General Learner Outcomes • Lack of understanding of the school's purpose and the relationship of the General Learner Outcomes • Lack of understanding of the relationship of General Learner Outcomes and academic standards <div style="text-align: right;"><input type="checkbox"/></div>
<p>3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</p>	<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 <div style="text-align: right;"><input type="checkbox"/></div>	<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 <div style="text-align: right;"><input type="checkbox"/></div>	<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 <div style="text-align: right;"><input type="checkbox"/></div>	<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 <div style="text-align: right;"><input type="checkbox"/></div>