

# WASC Tools: Criteria Indicators and Sample Prompts

Based on Suggested Areas to Examine, pp. 93–116  
*WASC Focus on Learning, 2003-2004 Edition*

Home/Focus Work: What currently exists and how effective is it?

Based on the WASC criteria in this category:

1. Review what currently exists.
2. Evaluate the current program's effectiveness using these indicators and suggested prompts and questions.
3. Support responses with analyzed evidence.

**Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.

## A. ORGANIZATION FOR STUDENT LEARNING

### A1. School Purpose

*To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted expected schoolwide learning results that form the basis of the educational program for every student?*

#### INDICATORS

##### **Beliefs and Philosophy**

The written statement of purpose reflects the beliefs and philosophy of the school and its constituency.

##### **Purpose, Schoolwide Student Goals or Expected Schoolwide Learning Results and Profile Data**

The student/community profile data has impacted the development of the school purpose and schoolwide learning results.

##### **Involvement of All**

The school has a process for involving representatives of the entire school community in the development/refinement of the purpose and expected schoolwide learning results.

##### **Consistency of Purpose, Schoolwide Student Goals or Expected Schoolwide Learning Results and Program**

There is a strong degree of consistency between the school purpose, the expected schoolwide learning results, and the school program.

##### **Communication about Purpose and Schoolwide Student Goals or Expected Schoolwide Learning Results**

The school has means to publicize the purpose and the expected schoolwide learning results to the students, parents and other members of the school community.

##### **Regular Review/Revision**

The school has a process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global and local needs, and other trends and community conditions.

##### **A1. School Purpose: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

#### SAMPLE PROMPTS

##### **Beliefs and Philosophy**

Comment on the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

##### **Purpose, ESLRs and Profile Data**

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

**Involvement of All**

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.

**Consistency of Purpose, ESLRs, & Program**

Provide a range of examples that the school purpose, ESLRs and program are consistent.

**Communication about Purpose & ESLRs**

Examine the effectiveness of the means to publicize the purpose and the expected schoolwide learning results to the students, parents and other members of the school community.

**Regular Review/Revision**

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.

**A1. School Purpose: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

**A2. Governance**

*To what extent does the governing authority a) adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school; b) delegate implementation of these policies to the professional staff, and c) monitor results?*

**INDICATORS**

**Clear Policies and Procedures**

There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

**Relationship of Policies**

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

**Involvement of Governing Authority**

The governing authority is involved in the regular review and refinement of the school's purpose and learning results. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**School Community Understanding**

The school community understands the governing authority's role.

**Relationship to Professional Staff**

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

**Evaluation Procedures**

The governing authority carries out clearly defined evaluation procedures.

**Evaluation of Governing Authority**

There is a process for evaluating the governing authority.

**A2. Governance: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Clear Policies and Procedures**

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.

**Relationship of Policies**

Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and expected schoolwide learning results.

**Involvement of Governing Authority**

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

**School Community Understanding**

To what degree does the school community understand the governing authority's role?

**Relationship to Professional Staff**

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

**Evaluation Procedures**

Comment on the clarity of the evaluation procedures carried out by the governing authority.

**Evaluation of Governing Authority**

Review and assess the process for evaluating the governing authority.

**A2. Governance: Other Evidence**

What have you learned from examining additional evidence regarding this criterion?

**A3. School Leadership**

*To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results, b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?*

**INDICATORS**

**Defined Responsibilities, Practices, etc.**

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

**Existing Structures**

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

**Involvement of Staff**

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

**Review of Existing Processes**

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

**A3. School Leadership: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Defined Responsibilities, Practices, etc.**

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.

**Existing Structures**

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

**Involvement of Staff**

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?

**Review of Existing Processes**

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?

**A3. School Leadership: Other Evidence**

What have you learned from examining additional evidence regarding this criterion?

**A4. Staff**

*To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?*

**INDICATORS**

**Employment Policies/Practices**

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

**Qualifications of Staff**

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

**Maximum Use of Staff Expertise**

The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning.

**Support of Professional Development**

The school leadership supports professional development with time, personnel and fiscal resources based upon a written professional development plan.

**Supervision and Evaluation**

The school has supervision and evaluation procedures that promote professional growth of staff.

**Measurable Effect of Professional Development**

The school leadership and staff develop processes to determine the measurable effect of professional development on student performance. The school leadership evaluates the effectiveness of professional development and uses the data to inform planning and future decision-making.

**A4. Staff: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Employment Policies/Practices**

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

**Qualifications of Staff**

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

**Maximum Use of Staff Expertise**

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

**Support of Professional Development**

How effective is the support of professional development with time, personnel and fiscal resources based upon a written professional development plan?

**Supervision and Evaluation**

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

**Measurable Effect of Professional Development**

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

**A4. Staff: Other Evidence**

What have you learned from examining additional evidence regarding this criterion?

## A5. School Environment

*To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?*

### INDICATORS

#### **Caring, Concern, High Expectations**

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

#### **Student Self-Esteem**

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

#### **Mutual Respect and Communication**

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

#### **Teacher Support and Encouragement**

There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

#### **Policies, Codes, Procedures, Resources**

The school has policies, codes, and procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment.

#### **A5. School Environment: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

### SAMPLE PROMPTS

#### **Caring, Concern, High Expectations**

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?

#### **Student Self-Esteem**

To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

#### **Mutual Respect and Communication**

What evidence supports mutual respect and effective communication among and between staff, students, and parents?

#### **Teacher Support and Encouragement**

How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

#### **Policies, Codes, Procedures, Resources**

Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?

#### **A5. School Environment: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

## A6. Reporting Student Progress

*To what extent does the school leadership regularly a) assess student progress toward accomplishing the school's expected schoolwide learning results and b) report student progress to the rest of the school community?*

### INDICATORS

#### **Student Progress**

The school has procedures to communicate to the governing authority and members of the school community about student progress.

**Existing Standards and Procedures**

The school has existing standards and procedures to assess student progress towards the expected schoolwide learning results and the curricular objectives.

**A6. Reporting Student Progress: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Student Progress**

How is student progress based on schoolwide learning results and curricular objectives determined and monitored?

**Existing Standards and Procedures**

How effective are the procedures to ensure staff, students, parents, and other school community members understanding about student progress toward the expected schoolwide learning results and the curricular objectives?

**A6. Reporting Student Progress: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

**A7. School Improvement Process**

*To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?*

**INDICATORS**

**Broad-based and Collaborative**

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

**School Plan Correlated to Student Learning**

There is correlation between the school plans and analysis of student achievement of the expected schoolwide learning results

**Systems Alignment**

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

**Correlation between All Resources, Schoolwide Student Goals or Expected Schoolwide Learning Results, and Plan**

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

**A7. School Improvement Process: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Broad-based and Collaborative**

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

**School Plan Correlated to Student Learning**

What evidence supports that there is a correlation between the schoolwide action plan and analysis of student achievement of the expected schoolwide learning results?

**Correlation between All Resources, ESLRs, and Plan**

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

**A7. School Improvement Process: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

## **B. CURRICULUM AND INSTRUCTION**

### **B1. What Students Learn**

*To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?*

#### **INDICATORS**

##### **Current Educational Research and Thinking**

The school uses current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. The curriculum is modified as needed to address current educational research and thinking, other relevant issues and the needs of all students.

##### **Learning Results Complementing Standards**

The school provides evidence that the schoolwide student goals or expected schoolwide learning results, such as critical and creative thinking, form the basis for curricular goals, teaching processes, instructional competencies, and evaluation of learning.

##### **Curricular Standards**

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

##### **Student Work-Engagement in Learning**

The examination of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum that also addresses the schoolwide student goals (ESLRs)?

##### **Acceptable Student Achievement**

The school demonstrates acceptable student learning of the curricular goals and the expected schoolwide learning results through defined performance indicators.

##### **Curricular Review, Revision, and Evaluation**

The school implements a regular cycle of curriculum review and evaluation that leads to further curricular development and revision for the purpose of improving learning and teaching.

##### **Collaborative Work**

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

##### **Accessibility of all Students to Curriculum**

All students have accessibility to a challenging, relevant and coherent curriculum.

##### **Policies-Rigorous, Relevant, Coherent Curriculum**

There are clear policies regarding course completion, certification, credits, grades, homework, etc. that guide student progression through the program.

##### **Articulation and Follow-up Studies**

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

##### **B1. What Students Learn: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

#### **SAMPLE PROMPTS**

##### **Current Educational Research and Thinking**

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.

##### **Learning Results Complementing Standards**

Provide evidence that the expected schoolwide learning results, such as critical thinking, form the basis for curricular standards/goals, teaching processes, instructional competencies, and evaluation of learning.

**Curricular Standards**

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

**Student Work-Engagement in Learning**

From the examination of student work and snapshots of student engagement in learning, to what extent is there implementation of a standards-based curriculum that also addresses the schoolwide student goals (ESLRs)?

**Acceptable Student Achievement**

What evidence demonstrates acceptable student achievement of the curricular standards and the expected schoolwide learning results through defined performance indicators?

**Curricular Review, Revision, and Evaluation**

Comment on the curriculum review, evaluation, and review processes for your program area and its impact on providing a challenging, coherent, and relevant curriculum for all students.

**Accessibility of all Students to Curriculum**

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)

**Policies-Rigorous, Relevant, Coherent Curriculum**

What have you learned about the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.?

**Articulation and Follow-up Studies**

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?

**B1. What Students Learn: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

**B2. How Students Learn**

*To what extent does the professional staff a) use research-based knowledge about teaching and learning and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results?*

**INDICATORS**

**Research-based Knowledge**

The administrators and teachers use a variety of strategies to remain current in and apply research-based professional knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning based on the expected schoolwide learning results and curricular objectives.

**Planning Processes**

The planning processes, including the use of formative assessment results, focus on the engagement of all students actively at a high level of learning consistent with the curricular standards and expected schoolwide learning results.

**Professional Collaboration**

Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. This would include examples of the selection of instructional approaches based on the learning purpose(s) desired.

**Professional Development**

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

**Challenging and Varied Instructional Strategies**

The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning.

**Technological Integration**

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

**Evidence of Results based upon Challenging Learning Experiences**

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

**Perception of Students**

Through interview and dialogue with students representative of the school population able to share their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

**Student Needs**

Teachers address various learning styles and student needs through the instructional approaches used.

**Student Use of Resources**

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

**B2. How Students Learn: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Research-based Knowledge**

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

**Planning Processes**

Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the curricular standards and expected schoolwide learning results.

**Challenging and Varied Instructional Strategies**

Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning, including demonstrating critical thinking, problem solving, knowledge and application.

**Perception of Students**

Through interview and dialogue with students representative of the school population, comment on their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and their perceptions of their learning experiences.

**Student Needs**

How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

**Student Use of Resources**

To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

**B2. How Students Learn: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

### **B3. How Assessment Is Used**

*To what extent a) is teacher and student use of assessment frequent and integrated into the teaching/learning process; b) are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results; c) are the assessment results the basis for regular evaluation and improvement of curriculum and instruction; and d) are the assessment results the basis for the allocation of resources?*

#### **INDICATORS**

##### **Appropriate Assessment Strategies**

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

##### **Correlation**

The teachers correlate assessment to expected schoolwide learning results, curricular objectives, course competencies and instructional approaches used.

##### **Changes/Decisions based on Assessment Data**

Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation, both collectively and individually.

##### **Student Work and Other Assessments**

Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum.

##### **Student Feedback**

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

##### **Teacher Monitoring**

Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

##### **B3. How Assessment Is Used: Other Findings**

Additional evidence regarding the degree to which the school is meeting the criterion.

#### **SAMPLE PROMPTS**

##### **Appropriate Assessment Strategies**

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.

##### **Correlation**

Comment on the correlation of assessment of expected schoolwide learning results, curricular standards, course competencies and instructional approaches used.

##### **Changes/Decisions based on Assessment Data**

Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation.

##### **Student Work and Other Assessments**

Provide a range of examples of how student work and other assessment demonstrate proficiency in the knowledge and skills necessary to be successful learners of the challenging, coherent, and relevant curriculum.

##### **Student Feedback**

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

##### **Teacher Monitoring**

How do teachers regularly monitor student progress over time and use student feedback as appropriate to determine whether curricular standards have been met?

**B3. How Assessment Is Used: Other Findings**

What have you learned from analysis of additional evidence regarding this criterion?

**C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**C1. Student Connectedness**

*To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?*

**INDICATORS**

**Personalized Student Support**

The school provides personalized student support correlated to student achievement of the expected schoolwide learning results and the curricular goals for all students including those admitted with special needs and those learning English as an additional language.

**School Support Systems**

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

**Strategies Used for Student Growth/Development**

The school uses strategies to develop students' self-esteem, a personalized approach to learning, and connections to the learning environment.

**Support Services and Learning**

The school ensures that the support services and related activities have a direct relationship to student involvement in learning.

**Co-Curricular Activities**

The school ensures that the co-curricular activities are linked to the expected schoolwide learning results.

**Adequate Available Services**

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

**Student Involvement in Curricular/Co-Curricular Activities**

The school regularly evaluates the level of student involvement in curricular/co-curricular activities and student use of support services.

**Student Perceptions**

Interviewing and dialoguing with students assists the school in evaluating the effectiveness of the academic and personalized student support.

**C1. Student Connectedness: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Personalized Student Support**

How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the expected schoolwide learning results?

**School Support Systems**

Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

**Strategies Used for Student Growth/Development**

Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.

**Support Services and Learning**

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?

**Co-Curricular Activities**

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

**Adequate Available Services**

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?

**Student Involvement in Curricular/Co-Curricular Activities**

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**

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

**C1. Student Connectedness: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

**C2. Parent/Community Involvement**

*To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?*

**INDICATORS**

**Regular Parent Involvement**

The school has regular processes for the involvement of parents and community.

**Use of Community Resources**

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

**Community and Student Achievement**

The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results through the school's program.

**C2. Parent/Community Involvement: Other Evidence**

Additional evidence regarding the degree to which the school is meeting the criterion.

**SAMPLE PROMPTS**

**Regular Parent Involvement**

Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.

**Use of Community Resources**

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

**Parents/Community and Student Achievement**

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

**C2. Parent/Community Involvement: Other Evidence**

What have you learned from analysis of additional evidence regarding this criterion?

## D. RESOURCE MANAGEMENT AND DEVELOPMENT

### D1. Resources

*To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results?*

#### INDICATORS

##### **Allocation Decisions**

There is a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the schoolwide learning results and the curricular objectives. Leadership and staff are involved in the resource allocation decisions.

##### **Practices**

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

##### **Facilities**

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

##### **Instructional Materials**

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

##### **Well-Qualified Staff**

There are resources available for hiring and nurturing a well-qualified staff.

##### **D1. Resources: Other Findings**

Additional evidence regarding the degree to which the school is meeting the criterion.

#### SAMPLE PROMPTS

##### **Allocation Decisions**

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

##### **Practices**

Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

##### **Facilities**

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

##### **Instructional Materials**

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

##### **Well-Qualified Staff**

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

##### **D1. Resources: Other Findings**

What have you learned from analysis of additional evidence regarding this criterion?

## D2. Resource Planning

*To what extent do the governing authority and the school execute responsible resource planning for the future?*

### INDICATORS

#### **Master Resource Plan**

The school has a master resource plan. The school has a process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results.

#### **Use of Research and Information**

The school uses research and information to form the master resource plan.

#### **Involvement of Shareholders**

Stakeholders are involved in the future planning.

#### **Informing**

The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

#### **Marketing Strategies**

The school has marketing strategies to support the implementation of the developmental program.

#### **D2. Resource Planning: Other Findings**

Additional evidence regarding the degree to which the school is meeting the criterion.

### SAMPLE PROMPTS

#### **Master Resource Plan**

Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results.

#### **Use of Research and Information**

To what extent does the school leadership and staff use research and information to form the master resource plan?

#### **Involvement of Shareholders**

Is there effective involvement of shareholders in the school's future planning?

#### **Informing**

Is there evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization?

#### **Marketing Strategies**

How effective are the marketing strategies to support the implementation of the developmental program?

#### **D2. Resource Planning: Other Findings**

What have you learned from analysis of additional evidence regarding this criterion?