FOCUS ON LEARNING
For Seventh-day Adventist Schools in the Pacific Union Conference
AAA Accreditation ONLY

2020
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This Edition of Focus on Learning (FOL), the accreditation manual for Seventh-day Adventist (SDA) secondary and K-12 schools in the Pacific Union Conference, is an adaptation of the accreditation manual provided by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC). While maintaining the integrity of the original document, the SDA version incorporates additional principles and practices important to Adventist education. These are identified in the documents Journey to Excellence and the accreditation manual for AAA schools, both produced by the North American Division Office of Education. These two documents detail standards and best practices for Adventist schools in North America and must be addressed by administrators and teachers in the dual accreditation process.

While many educators in the Pacific Union Conference have been involved over the years in developing the SDA adaptation of the FOL, the Pacific Union Conference is indebted to the following individuals who have shared their expertise in updating this edition of Focus on Learning:

- Berit von Pohle, Director of Education, Pacific Union Conference
- Doug Herrmann, Headmaster, Loma Linda Academy
- Marsha Serafin, Self-Study Coordinator and Teacher, San Diego Adventist Academy
- Barry van Iderstein, Assistant to the Superintendent, Northern California Conference

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

Teryl Loeffler  
Associate Director of Education  
Pacific Union Conference
Preface

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

The Focus on Learning process is integral to the “heart” of education — successful student learning. The “basic components” of Focus on Learning can be “institutionalized” as the schools address growth areas that impact student learning. These include: (1) the defining of quality achievement of schoolwide learner outcomes for every student by all stakeholders; (2) schoolwide interdisciplinary dialogue based on evidence gathering and analysis about what students are doing and producing; and (3) the development, implementation, and accomplishment of a schoolwide action plan. Therefore, all schools view the Focus on Learning process as a living document.

All schools in the Pacific Union Conference are accredited by the Accrediting Association of Seventh-day Adventist Schools and Colleges, and Universities, Inc. (AAA). The rationale underlying the accreditation process is the belief that it helps define the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total school program, and provides opportunity for involvement of the Adventist church communities supporting the school.
FOCUS ON LEARNING
The Big Picture
The Big Picture
A BRIEF OVERVIEW OF THE ACCREDITATION PROCESS

Why is Accreditation Important?

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

School Accreditation: An Ongoing Improvement Process

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

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

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

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

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

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

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

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

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

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

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

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

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

Importance of School's Expected Learning Outcomes

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

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

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

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

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

Importance of Data Analysis

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

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

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

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

Observable evidence includes analyzing the following:

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

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

- The involvement and collaboration of stakeholders in the self-study.
- The clarification of the mission and schoolwide learner outcomes.
- The assessment of the actual student program and its impact on student learning with respect to the criteria and the schoolwide learner outcomes.
- The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs.
- The development and implementation of an accountability system for monitoring the accomplishment of the action plan.

Flexibility

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

Focus on Learning Self-Study Process

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

1. Leadership Team (Suggested members: Focus Group Chairperson, Teaching Principal, School Board Member(s), Parents, Students)
2. Focus Groups (Interdisciplinary groups of stakeholders)

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

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

Each Focus Group must answer the question: What are the implications of each critical learner need and the related schoolwide learner outcomes for this Focus Group? Each Focus Group uses the analysis of the criteria to determine what needs to be done to promote student achievement.
Therefore, the specific tasks of the self-study focus on evaluating the school against the criteria and assessing the degree to which all students are achieving the schoolwide learner outcomes.

### Task 1
- **Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study**
- **Responsible committees:** Leadership Team and All Stakeholders

### Task 2
- **Refine the student/constituency profile based on the analyzed and disaggregated data**
- **Clarify the schoolwide learner outcomes and critical student learning needs**
- **Responsible committee:** Leadership Team and All Stakeholders

### Task 3
- **Analyze the quality of the school program in relation to the schoolwide criteria with emphasis on the identified critical student learning needs and related schoolwide learner outcomes**
- **Responsible committee:** Schoolwide Focus Groups

### Task 4
- **Summary of identified critical student learning needs based on profile and group analysis and findings**
- **Responsible committees:** Leadership Team and All Stakeholders

### Task 5
- **Revise or create a comprehensive action plan that will drive achievement of the schoolwide learner outcomes**
- **Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan**
- **Responsible committee:** Leadership Team and All Stakeholders via Schoolwide Focus Groups
Onsite Visit

After careful study of the school report, a Visiting Committee composed of fellow educators will spend time 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 Leadership Team and Schoolwide Focus Groups about the self-study findings and by its own gathering of evidence and analysis of student work. The Visiting Committee and the Leadership Team and Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the critical learner needs, the schoolwide learner outcomes, the academic standards, and the schoolwide criteria.

Accreditation Factors

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

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

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

- An updated student/constituency profile
- Refinement of the schoolwide action plan, as needed
FOCUS ON LEARNING
Getting Organized
UNDERSTANDING THE ACCREDITATION PROCESS: THE BIG PICTURE OF ONGOING IMPROVEMENT

The accreditation process is cyclical in nature. The process should be started 18 months prior to the submission of the full self-study report. However, when new to the accreditation cycle, the time to prepare the self-study may be shorter. But, it is never too late to begin the process of school improvement!

Ongoing improvement should include the submission of a self-study report by the stakeholders. The process includes the following:

1. Preparation of the full self-study report:
   a. Staff members participate in Focus on Learning SDA Training (contact conference or union personnel).
   b. Schoolwide Focus Groups and the Leadership Team are organized.
   c. Focus Groups begin analyzing and writing in response to the schoolwide criteria, summarizing important findings.
      • Category A: Organization for Student Learning
      • Category B: Curriculum, Instruction, and Assessment
      • Category C: Support for Student Personal, Academic and Spiritual Growth
      • Category D: Resource Management and Development
   d. Leadership Team revises the schoolwide action plan(s), showing what will be accomplished both short and long-term.
   e. School board approves the schoolwide action plan(s) and reviews the self-study report
   f. Leadership team finalizes and submits full self-study report to the visiting committee no less than 6 weeks prior to scheduled visit.

2. Annually keep the school board and stakeholders engaged by:
   a. Updating the student/constituency profile.
   b. Reviewing the schoolwide learner outcomes, the school vision, and mission and student achievement/test scores.
   c. Refining the schoolwide action plan, noting key evidence, summarizing progress and making any necessary modifications.
   d. Writing or updating progress report annually with the exception of the mid-cycle review visit school year.

3. Should there be a mid-cycle review, host a one- or two- day visit. In advance of the mid-cycle review, analyze and synthesize data that provides evidence of school progress and submit a mid-cycle progress report.
### Six-Year Cycle of School Improvement Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
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<tbody>
<tr>
<td>Profile Update</td>
<td>✔</td>
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<tr>
<td>Review of Test Scores</td>
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<tr>
<td>Review/Revise Mission, Vision, and Student Learning Outcomes (every other year)</td>
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<td>Progress Report</td>
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<tr>
<td>Midcycle Progress Report and One-/Two-Day Review</td>
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<tr>
<td>Refinement of Schoolwide Action Plan</td>
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<tr>
<td>Review Schoolwide Learner Outcomes</td>
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<tr>
<td>Leadership Team/Focus Group Review of Program</td>
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<tr>
<td>Completion of Self-Study, including Board vote of Schoolwide Action Plan</td>
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<tr>
<td>Visit by AAA Team</td>
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<tr>
<td>Revision of Schoolwide Action Plan after Visit</td>
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Getting Organized

TEACHING PRINCIPAL/SELF-STUDY COORDINATOR CHECKLIST

✓ Establish Timelines and Support Mechanisms
✓ Provide Orientation for Staff and Stakeholders
✓ Form Leadership Team

Preparing for the Accreditation Process:

1. Teaching Principal/Self-Study Coordinator participates in Focus on Learning SDA training.

2. Teaching Principal/Self-Study Coordinator establishes (1) a general calendar for the major self-study events and (2) a more detailed timeline of specific meetings and tasks to be accomplished. (Check Accreditation Wheel while planning calendar.)

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

3. Teaching Principal/Self-Study Coordinator establishes support mechanisms: working with the Conference Representative, the Teaching Principal/Self-Study Coordinator ensures there are support mechanisms, such as school board and constituency understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.

4. In coordination with the conference representative, train staff, school board and other stakeholders. This orientation/training should include:

   - An explanation of the accreditation process along with its benefits to the school constituency, particularly as it relates to student learning
   - An overview of the Focus on Learning self-study process
   - The interrelationship between schoolwide learner outcomes and academic standards
   - The understanding of the schoolwide criteria
   - The importance of gathering evidence, using data and the self-study findings (1) to raise the urgency for system change; (2) to recommit to a vision of high academic achievement for all students; and (3) to investigate further the causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement and learning
   - The importance of all committee members understanding the use of the assigned criteria, suggested areas to analyze, and the schoolwide learner outcomes in the accreditation process
   - The role of the focus group chairs as:
     - Coordinators for gathering of information/data that needs to be examined and analyzed in comparison to the criteria and schoolwide learner outcomes
     - Group facilitators of committee discussions and syntheses based on criteria and schoolwide learner outcomes
   - The essential participation of the leadership team and focus group members in regular meetings to review progress of the self-study
   - The nature and purpose of the Visiting Committee
   - Accreditation status determination
5. Establish the Leadership Team and Schoolwide Focus Groups

Refer to the section on School Committees for tasks and suggested membership. (Pg.21-22)

6. Teaching Principal/Self-Study Coordinator prepares self-study materials.

Suggested information for the self-study materials include: the overview, general and specific timeline, self-study template (self-study report format – chapters and chapter content), and self-study steps. Add the student/constituency profile and the schoolwide learner outcomes after their development or refinement.

**Writing the Self-Study Report:**

Completion of the self-study report takes time and commitment by the leadership team and focus groups. The following timeline clarifies the flow of activities and participants as the self-study report is produced.
### TIMELINE: FLOW OF ACTIVITIES

<table>
<thead>
<tr>
<th>Participants</th>
<th>Activities</th>
<th>Product in Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18 Months Prior to Visit</strong></td>
<td><strong>Tasks 1:</strong></td>
<td><strong>Chapter I:</strong> Progress Report on schoolwide action plan, including integrated critical areas for follow-up (p. 38)</td>
</tr>
<tr>
<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td>• Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study</td>
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<tr>
<td>• School board, staff and other stakeholders</td>
<td><strong>Task 2:</strong></td>
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<tr>
<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td>• Refine the student/constituency profile based on the analyzed and disaggregated data</td>
<td>Chapter II: Student/Constituency Profile—Supporting Data and Findings (p.38)</td>
</tr>
<tr>
<td>• School board, staff and other stakeholders</td>
<td>• Clarify the schoolwide learner outcomes and critical student learning needs</td>
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<td><strong>12 Months Prior to Visit</strong></td>
<td><strong>Task 3:</strong></td>
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<tr>
<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td>• Analyze the quality of the school program in relation to the schoolwide criteria with emphasis on the identified critical student learning needs and related schoolwide learner outcomes</td>
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<tr>
<td>• Focus Groups</td>
<td>• Synthesize the information, determine strengths and growth needs, and identify potential action steps</td>
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<tr>
<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td><strong>Task 4:</strong></td>
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<tr>
<td>• School board, staff and other stakeholders</td>
<td>• Summary of identified critical student learning needs based on profile and group analysis and findings</td>
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<tr>
<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td><strong>Task 5:</strong></td>
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<tr>
<td>School board, staff and other stakeholders</td>
<td>• Revise or create a comprehensive schoolwide action plan</td>
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<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td>• Define schoolwide and subgroup growth targets</td>
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<tr>
<td>School board, staff and other stakeholders</td>
<td>Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.</td>
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<tr>
<td><strong>Visit and Follow-up</strong></td>
<td><strong>The Visit</strong></td>
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<tr>
<td>• School board, staff and other stakeholders /Visiting Committee</td>
<td>• By June 30, submit updated action plan to LCOE incorporating critical areas of follow-up left by the Visiting Committee</td>
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<tr>
<td>• Teaching Principal</td>
<td>• Implement and monitor the schoolwide action plan and its impact on student learning</td>
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<tr>
<td>• School board and staff</td>
<td><strong>Visiting Committee Report</strong></td>
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<tr>
<td>• Teaching Principal/Self-Study Coordinator and Leadership Team</td>
<td><strong>Updated action plan</strong></td>
<td></td>
</tr>
<tr>
<td>School board, staff and other stakeholders</td>
<td><strong>Ongoing progress reports for school</strong></td>
<td></td>
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Preparing for Visit:

___1. The Teaching Principal/Self-Study Coordinator and Visiting Committee Chair communicate prior to visit.

Prior to the visit, the Visiting Committee Chair will be in communication with the Teaching Principal/Self-Study Coordinator to answer questions and give assistance. The Teaching Principal and the Visiting Committee Chair should establish a date for a preliminary visit or online meeting for guidance. Through this contact, the Visiting Committee 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.

___2. Ensure that the self-study document is sent to the visiting committee chair six weeks prior to the visit.

___3. Make arrangements for the leadership team to meet with the visiting committee the evening prior to the visit.

___4. Arrange a workspace for the visiting committee with evidence materials, appropriate Wi-Fi and electrical outlets, water and refreshments.

___5. Arrange for lunch for the visiting committee and faculty. The teaching principal/self-study coordinator should not be the person responsible for the meal. Arrange for supervision of students while the faculty have lunch with the visiting committee.

___6. Work with Visiting Committee Chair to include time in the day to meet with students, parents, etc.

___7. Schedule a special school board meeting for the reading of the report after school on the day of the visit.

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

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

___2. Teaching Principal/Self-Study Coordinator compiles self-study report.

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

___4. Draft of self-study is presented to the school board for review and approval for schoolwide action plan(s).

___5. Teaching Principal/Self-Study Coordinator submits the self-study report after final Leadership Team review. (Six weeks prior to visit.)

Ongoing communication:

1. Teaching Principal/Self-Study Coordinator works with the conference representative to establish a process for ongoing communication with the school board, staff and other stakeholders about the accreditation cycle and school improvement.
SCHOOL COMMITTEES

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

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

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

Leadership Team

Tasks:

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

Members:

- Self-Study Coordinator
- Teaching Principal
- Chairs of Schoolwide Focus Groups
- Student Representative(s)
- Parent Representative(s)
- Representative(s) of School Board and other advisory committees

Schoolwide Focus Groups

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

A Schoolwide Focus Group is composed of a representative cross-section of certificated staff members and other stakeholders.

Smaller schools may find that using a “Committee of the Whole” will be more effective in assessing the program for students.
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Schoolwide Focus Group

**Tasks:**
- Synthesis of all data about student learning and the criteria categories
- Identification of areas of strength and areas of growth

**Members:**
- Teaching Principal/Faculty member
- Support staff member
- Student
- Parent/Caretaker
- School board member

GATHERING EVIDENCE

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

**Observations**

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

- What are the students doing? Receiving information? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Waiting? Causing a disturbance?
- Are the students task-oriented? Are they engaged in their work?
- Are there a range of activities taking place from acquisition of factual knowledge to the use of higher level thinking skill?
- What sort of assignments do the students receive? How much time are the students actually spending on the assigned activity? Do they know what to do?
- How are students applying the skills of reading, writing, speaking, computing, and thinking?
- How are the students challenged to think and to communicate their thoughts orally and in writing?
- How are students with special needs participating in the classroom activities?
- How are the instructional settings varied according to the needs of the student and/or what is to be learned?
As with observation in instructional settings, observation in other places (library, school offices, campus grounds, etc.) establishes a schoolwide sense of the culture of the school. Shadowing students or conducting student case studies can be an effective means of gathering observable data about the entire school program. Some of the additional aspects of school life to observe are:

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

Interviews

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

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

**KEEP IN MIND**

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

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

Sample Student Interview Questions:

- What kinds of projects do you do?
- How often do you work on a project alone?
- What kinds of problems do you solve?
- How often do you solve difficult but interesting problems for which there are often many possible answers?
- How often do you do research in the library and elsewhere with other students?
Getting Organized

- Are the resources, such as books and other materials at your school, adequate for your research projects and other activities?
- How often do you discuss what you have just read with a group of students in class?
- What kinds of oral reports do you put in your portfolio? Why?
- What kinds of homework do you have?
- What ways can you suggest to better show how and what you know?

Examination of Student Work

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

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

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

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

Initially, the quality of student work may be examined with respect to course or discipline/program goals and objectives. However, ultimately, the student work analysis should also provide information about the degree to which the students are accomplishing the expected schoolwide learning results.
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The Self-Study
A N I N - D E P T H L O O K A T T A S K S A N D O U T C O M E S

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

Expected Outcomes of the Improvement Process

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<td></td>
<td>The involvement and collaboration of all staff and other stakeholders to support student achievement</td>
<td>The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards</td>
<td>The analysis of data about students and student achievement</td>
<td>The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and schoolwide criteria</td>
<td>The alignment of a long-range action plan to the school’s areas of growth; the capacity to implement and monitor the accomplishment of the plan</td>
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SCHOOL SELF-STUDY REPORT FORMAT

Title Page/Table of Contents

Preface

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

- Challenges/celebrations of the self-study process
- Brief summary of findings
- Schoolwide action plan(s) developed and a description of the capacity to implement and monitor the plan(s)

(Approximately 2 pages in length)

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

Product

Self-Study Report, Chapter I: Progress Report

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

Participants

☐ Leadership Team
☐ All Stakeholders

Procedures

1. Significant Developments:

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

2. Schoolwide Critical Areas for Follow-up:

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

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

   Comment on the process for implementing and monitoring.

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

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

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

Self-Check Questions

☐ Does the report show how the schoolwide critical areas of follow-up and
  recommendations identified by Visiting Committees since the last full self-
  study were integrated into the action plan?
☐ Does the school address each section of the action plan?
☐ Does the progress report include data that indicates whether school staff
  and students met established growth targets?
☐ Does the report show how each section impacted student accomplishment of
  the critical learner needs and one or more schoolwide learner outcomes?
☐ Does the school show how other critical areas of follow-up were
  addressed that were not part of the action plan?
Chapter 2/TASK 2: REFINE THE STUDENT/CONSTITUENCY PROFILE BASED ON THE ANALYZED AND DISAGGREGATED DATA; CLARIFY THE SCHOOLWIDE LEARNER OUTCOMES AND CRITICAL STUDENT LEARNING NEEDS

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

Product

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

Provide findings and analysis noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data. (See Profile Development, p. 36-37)

- Demographic data
- Student performance data
- Perception data

Suggested Appendices:

A. Results of student questionnaire/interviews
B. Results of parent/constituency questionnaire/interviews
C. Class schedule
D. Additional details of school programs
E. Budgetary information, including budget pages from the school’s action plan

Participants

- Leadership Team
- All Stakeholders
The Self-Study

Procedures

1. Leadership Team:
   a. Review the student/constituency profile guide and the current student/constituency profile. (See Profile Development, p. 36-37)
   b. Gather the needed additional demographic and student performance data
   c. Present data through the use of appropriate charts, tables, and graphs
   d. Disaggregate, as appropriate, interpret, and analyze the data
   e. Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data. Include any student and/or parent survey data
   f. Include data about one or two schoolwide learner outcomes, at a minimum

2. Leadership Team:

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

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

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

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

3. Leadership Team:

   Prepare a draft overall summary of what these data sources tell about student achievement and the school constituency.

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

   Note: The identified critical learner needs and important questions will be used in the Focus Groups.
Categories of Information for Profile Development

General Background and History

A. School/Constituency
   a. School Description
   b. Brief description of the constituency/community served by the school:
      i. Constituency membership by churches
      ii. Total membership of constituent churches
      iii. Annual tithe of constituent churches
      iv. Annual church subsidy
      v. Number of students from constituent churches
      vi. Number of students from constituent churches not attending this school
      vii. Family and community trends
      viii. Special populations (e.g., international, home school)

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

C. Accreditation History for School

Demographic Data

A. Students
   a. Enrollment
      i. By grade level
      ii. Mobility of students
      iii. Nationality or ethnicity
      iv. English proficiency
      v. Gender/age mix
      vi. Special populations (e.g., international, home school)
      vii. Health/safety issues
   b. Attendance patterns
   c. Longitudinal data on student performance by sub-populations. Include comparative data (e.g., nationally)
   d. Student follow-up data (i.e. trends of student data upon leaving or graduating)
   e. Student participation in academic and co-curricular activities

B. Staff
   a. Number of certificated staff and classified staff, include number of qualified personnel for student support services and substitute teachers
   b. Percent of teachers instructing outside credentialed areas, including an explanation
   c. Number with advanced degrees
   d. Total number of years in education
   e. Gender
   f. Ethnicity or Nationality
   g. Attendance rates of teachers
   h. Number and assignment of teaching assistants or paraprofessionals
   i. Professional development
      i. Number participating
      ii. Content of staff development

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

Student Performance Data
A. External assessments (e.g. Iowa Assessments, MAP)
B. Local assessments
C. Follow-up performance data (how well are students performing at schools attended after your school?)
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CHAPTER 3/TASK 3: EVALUATE THE QUALITY OF THE SCHOOL PROGRAM IN RELATION TO THE SCHOOLWIDE CRITERIA WITH EMPHASIS ON THE IDENTIFIED CRITICAL STUDENT LEARNING NEEDS; SYNTHESIZE THE INFORMATION, DETERMINE STRENGTHS AND AREAS OF GROWTH

Product

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

For each category of criteria, (A-D), prepare a brief analytical summary that includes:

1. Findings and supporting evidence for the criteria (consider the prompts to direct response)
2. A list of strengths
3. A list of prioritized areas of growth

The four criteria categories are:

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

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

Participants

- Leadership Team
- Schoolwide Focus Groups

Procedures:

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

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

Note: Each Focus Group should consider the indicators and prompts related to group’s designated category and provide supporting evidence.
2. Schoolwide Focus Groups:
   a. Discuss in detail the criteria, indicators, and prompts for the assigned criteria category and decide what is already known from experience at the school.
   b. Review the profile and progress report data and summary about the critical learner needs, and important questions. Found in chapters 1, 2.
   c. Based on the criteria/indicator/prompts, decide what data/information/evidence is needed to determine what currently exists and its effectiveness.
   d. Review the list of areas to analyze and examine for each indicator to assist with this discussion.

   To assist the analysis of the criteria, review the data, information and evidence of chapters one and two, including examination of student work, observe student engagement, conducting walkthroughs, and interviewing or serving students.

3. Schoolwide Focus Groups:

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

4. Schoolwide Focus Groups:

   a. Review all evidence about the designated schoolwide criteria/indicators.
   b. Synthesize the information and data analyzed. In categories A-D.
   c. Identify major areas of strength and prioritized areas of growth that show a direct correlation with the written findings and supporting evidence in categories A-D.

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**Self-Check Questions**

- Were the critical learner needs, schoolwide learner outcomes and academic standards considered in the analysis of the criteria of A-D.
- Was the accuracy of the findings discussed and supported by evidence?
- Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
- Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?
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CHAPTER 4/TASK 4: SUMMARY OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS BASED ON PROFILE AND FOCUS GROUP ANALYSIS AND FINDINGS

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

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

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

3. List 3-4 important questions that have been raised by the analysis of the student performance, demographic, perception and progress data. (Chapter 3)

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

Procedures
1. Leadership Team:
   a. Disseminate the draft profile and progress report (Chapters I & II) to all certificated staff and other stakeholders; hold group discussions based on the schoolwide learner outcomes, and current knowledge about critical learner needs.
      Use the following questions:
      • Who are the students?
      • How are they performing?
      • Who’s achieving? Who’s not achieving?
      • What has been accomplished? What is in progress?
   b. Have the staff and other stakeholders generate from the discussion their overall implications, critical learner needs, and important questions. This will be an important verification of the draft work done by the Leadership Team and Profile Committee on these areas.
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c. Determine if there is agreement on the identified critical learner needs and important questions. Are there additions? (Note: These critical learner needs and questions will be addressed through the Schoolwide Focus Group dialogue).

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

e. Determine if there needs to be any further modification of the schoolwide learner outcomes in relation to inclusion of the critical learner needs. Make appropriate modifications and include those in Chapter 2, the Student/Constituency Profile.

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

2. Leadership Team:

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

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

Self-Check Questions

☐ Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?

☐ Has the school obtained input from all members of the school constituency as the implications and identification of the critical learner needs are determined based on the data and progress?

☐ Has there been discussion of the relationship of the 2-3 critical learner needs to the schoolwide learner outcomes?

☐ Is there commitment to accomplishing the school's vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?

☐ Have the 3-4 important questions been determined that will be discussed in the Focus groups?

☐ Do the stakeholders understand how to use the profile to guide inquiry about student achievement and the school programs?
CHAPTER 5/TASK 5: REVISE OR CREATE A COMPREHENSIVE SCHOOLWIDE ACTION PLAN THAT WILL DRIVE ACHIEVEMENT OF THE SCHOOLWIDE LEARNER OUTCOMES. ESTABLISH AN ONGOING FOLLOW-UP PROCESS TO MONITOR IMPLEMENTATION AND ACCOMPLISHMENT OF THE SCHOOLWIDE ACTION PLAN

Product

Self-Study Report, Chapter V: Schoolwide Action Plan

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

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

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

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

Participants

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

Procedures

1. Review the Focus Group summaries.

2. Generate a table or matrix of all the strengths from each of the four categories and a second table for the prioritized areas of growth from the four categories.
3. Review the list of strengths and prioritized areas of growth from the school profile and categories A-D then cluster them into major themes or strands, including the relating of these to the critical learner needs.

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

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

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

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

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

9. Make any additional modifications. Revise the plan. Obtain school board approval for providing resources needed to complete the action plan(s).

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

Self-Check Questions

☐ Is the action plan organized around areas of growth for all students?
☐ Do the action plan sections address the learning needs of students as identified in the student/constituency profile?
☐ Are resources dedicated to each growth target?
☐ Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan and modify as needed?
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Tools for Analysis
Tools for Analysis

INDICATORS, AREAS TO EXAMINE, AND PROMPTS

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

The tools are organized by the four categories of criteria:

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

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

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

**Home/Focus Group work, based on the schoolwide criteria in each category:**

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

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

A1. School Mission Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

A1.1 Beliefs and Philosophy

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

Prompt: Evaluate the written mission in relationship to the beliefs and philosophy of Adventist education, the school, and its constituency.
A1.2 Mission, Schoolwide Learner Outcomes, and Profile Data
Indicator: The student/constituency profile data has impacted the development/refinement of the school mission and schoolwide learner outcomes.

Prompt: Evaluate the degree to which the development of the school’s vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/constituency profile data.

A1.3 Involvement of All
Indicator: The school has a process for involving representatives of the entire school constituency in the development/refinement of the mission and schoolwide learner outcomes.

Prompt: Evaluate the processes 1) to ensure involvement of representatives from the entire school constituency in the development/refinement of the mission and schoolwide learner outcomes and 2) to determine their effectiveness.

A1.4 Consistency of Mission, Schoolwide Learner Outcomes, and Program
Indicator: There is a strong degree of consistency between the school mission, the schoolwide learner outcomes, and the school program.

Prompt: Provide a range of examples showing the school mission, schoolwide learner outcomes, and program are consistent.

A1.5 Communication about Mission and Schoolwide Learner Outcomes
Indicator: The school has means to publicize the mission and the schoolwide learner outcomes to the students, parents, and other members of the school constituency.

Prompt: Examine the effectiveness of the means to publicize the mission and the schoolwide learner outcomes to the students, parents, and other members of the school constituency.

A1.6 Regular Review/Revision
Indicator: The school has a process for regular review/revision of the school mission and the schoolwide learner outcomes based on student needs, global and local needs, and other trends and constituency conditions.

Prompt: Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.

Conclusions
Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
A2. Governance Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

A2.1 Clear Policies and Procedures

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

Prompt: Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the school board.

A2.2 Pre-training of Potential Board Members

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

Prompt: Evaluate the effectiveness of the training offered to prospective or new school board members.
A2.3 Relationship of Policies
Indicator: The policies and practices of the school board are directly connected to the school’s vision, mission, and schoolwide learner outcomes as well as the philosophy and principles of Adventist education.

Prompt: Evaluate the adequacy of the school board policies to connect directly to the school’s vision, mission, and schoolwide learner outcomes as well as the philosophy and principles of Adventist education.

A2.4 Involvement of School Board
Indicator: The school board is involved in the regular review and refinement of the mission and schoolwide learner outcomes. The school board uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: Evaluate the processes for the involvement of the school board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

A2.5 School Constituency Understanding
Indicator: The constituency understands the school board’s role.

Prompt: To what degree does the constituency understand the school board’s role?

A2.6 Complaint and Conflict Resolution Procedures
Indicator: The school board’s established complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

Prompt: Comment on the effectiveness of the established school board’s complaint and conflict resolution procedures as they apply to the school’s stakeholders.

A2.7 Relationship to Professional Staff
Indicator: There is clear understanding about the relationship between the school board and the responsibilities of the professional staff. The school board constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

Prompt: Determine whether there is clear understanding about the relationship between the school board and the responsibilities of the professional staff and how that understanding is developed and maintained.

A2.8 Board’s Evaluation/Monitoring Procedures
Indicator: There is clarity of the evaluation and monitoring procedures carried out by the school board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the school board, including review of student performance, overall school programs and operations, and fiscal health of the school.
A2.9 Evaluation of School Board

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

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

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL’S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.
A3. School Leadership Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

A3.1 Defined Responsibilities, Practices, etc.

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

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

A3.2 Existing Structures

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

Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?
A3.3 Involvement of Staff
Indicator: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

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

A3.4 Evaluation of Existing Processes
Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

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

Conclusions

**PROMPT:** Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
A4. Staff Criterion

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

Areas to Analyze and Examine

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

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

**A4.1 Employment Policies/Practices**
Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

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

**A4.2 Qualifications of Staff**
Indicator: The school reviews all information regarding staff background, training, and preparation.

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

**A4.3 Maximum Use of Staff Expertise**
Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including specialized programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

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

**A4.4 Defining and Understanding Practices/Relationships**
Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

**A4.5 Staff Actions/Accountability to Support Learning**
Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

**PROMPT:** HOW EFFECTIVE ARE THE PROCESSES AND PROCEDURES FOR INVOLVING STAFF IN SHARED RESPONSIBILITY, ACTIONS, AND ACCOUNTABILITY TO SUPPORT STUDENT LEARNING THROUGHOUT ALL PROGRAMS? PROVIDE REPRESENTATIVE EXAMPLES AND DATA REGARDING IMPACT ON STUDENT LEARNING?
A4.6 Support of Professional Development
Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students’ achieving the academic standards and the schoolwide learner outcomes.

_PROMPT:_ **How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students’ achieving the academic standards and the schoolwide learner outcomes?** **Provide evidence and examples.**

A4.7 Supervision and Evaluation
Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

_PROMPT:_ **How effective are the school’s supervision and evaluation procedures in order to promote professional growth of staff in all areas?**

A4.8 Measurable Effect of Professional Development
Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

_PROMPT:_ **Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.**

Conclusions

_PROMPT:_ **Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.**
A5. School Environment Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

A5.1 Caring, Concern, High Expectations

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

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?
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A5.2 Student Self-Esteem
Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

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

A5.3 Mutual Respect and Communication
Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident.

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

A5.4 Teacher Support and Encouragement
Indicator: There is support and encouragement for teachers to use innovative approaches to enhance student learning.

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

A5.5 Safe, Clean, and Orderly Environment
Indicator: The school has existing policies, regulations, and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

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

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL’S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.
A6. Reporting Student Progress Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

A6.1 Reporting Student Progress

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

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes.

A6.2 Monitoring of Student Growth

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

Prompt: Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.
A6.3 Modifications Based on Assessment Results

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

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

Conclusions

PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL’S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.
A7. School Improvement Process Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

A7.1 Broad-based and Collaborative

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

Prompt: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.
A7.2 School Plan Correlated to Student Learning
Indicator: The school’s action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: How does the school ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation, and monitoring of the plan?

A7.3 Systems Alignment
Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: What evidence supports the system alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

A7.4 Correlation between All Resources, Schoolwide Learner Outcomes, and Plan
Indicator: There is correlation between allocation of resources (time, fiscal, personnel, material) and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: Examine and evaluate the degree to which the allocation of resources (time, fiscal, personnel, and material) support the implementation, monitoring, and accomplishment of the schoolwide action plan.

Conclusions
Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
Summary, Strengths, and Growth Needs of Category A

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

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

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category A.

Category A: Areas of Strength

Category A: Areas of Growth
CATEGORY B
Curriculum, Instruction, and Assessment
CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

B1. What Students Learn Criterion

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

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

Areas to Analyze and Examine

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

- The degree of consideration by the school to citations and indications of current educational research and thinking related to various subject areas and curricular programs in order to maintain a viable, meaningful instructional program for students
- The degree of consideration by the school of international/national/constituency issues and student needs in the modification of the curricular program
- The written curriculum for each subject area and level
- Minutes of meetings where curricular issues are discussed
- Evidence that schoolwide learner outcomes have been used as the basis for development of:
  - Curricular goals
  - Teaching processes
  - Evaluation of learning
  - Instructional competencies
- Articulation processes among and between levels and other schools/programs
- Evidence of student work and engagement in learning that demonstrate the implementation of the curricular goals including effective communications, critical thinking, problem solving, and application of concepts and skills in realistic situations
- The procedures used for curriculum development, evaluation, and revisions
- Policies regarding course completion, credits, grades, homework, etc., that guide student progression through the program
- Evidence of a challenging, coherent, and relevant curriculum accessible to all students, given legal outcomes
- Class schedules
- Class enrollment lists
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- The assessment processes used by the professional staff to measure the schoolwide learner outcomes and curricular goals or standards
- Student follow-up studies that provide insight to the effectiveness of the instruction in the preparation of students for pursuing further education, entering the work force, or meeting their personal goals
- North American Division content area standards
- Faculty long-range lesson plans
- Annual curriculum audit document
- Graduation requirements
- Additional evidence

Indicators with Prompts

B1.1 Current Educational Research and Thinking
Indicator: The school provides a documented curriculum that is comprehensive and sequential. It is modified as needed to address current educational research and thinking, other relevant international, national, constituency issues, and the needs of all students.

Prompt: Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stays current and relevant and revises the curriculum appropriately within the curricular review cycle.

B1.2 Academic Standards for Each Area
Indicator: The school provides a documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards and, if applicable, expectations within courses that meet the UC “A-G” requirements.

B1.3 Congruence
Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Prompt: Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

B1.4 Student Work—Engagement in Learning
Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.
B1.5 Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: What have you learned about the accessibility of a rigorous, relevant, and coherent curriculum to all students through the various courses/program offered (e.g., online instruction)? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.

B1.6 Acceptable Student Achievement

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

Prompt: What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?

B1.7 Curricular Review, Revision, and Evaluation

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

Prompt: Comment on the effectiveness of the school’s curricular review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

B1.8 Collaborative Work

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

Prompt: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

B1.9 Policies—Rigorous, Relevant, Coherent Curriculum

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

Prompt: Evaluate the effectiveness of the process through which key stakeholders are involved in the assessment of the curriculum in relation to school policies.
B1.10 Articulation and Follow-up Studies

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

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

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
B2. How Students Learn Criterion

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

Areas to Analyze and Examine

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

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

B2.1 Research-based Knowledge
Indicator: The administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in learning that is based on the schoolwide learner outcomes and academic standards.

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

B2.2 Planning Processes
Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the curricular standards and schoolwide learner outcomes.

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

B2.3 Professional Collaboration
Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve teaching and learning.

Prompt: Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching.

B2.4 Professional Development
Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Prompt: Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

B2.5 Challenging and Varied Instructional Strategies
Indicator: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

Prompt: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. Provide examples of how students demonstrate critical thinking; problem solving; and knowledge, application, and development of a wide range of technological skills.
B2.6 Technological Integration
Indicator: Teachers systematically integrate technology within the classroom so that all students develop a wide range of technological skills.

**Prompt:** Comment on the integration of technology within the classroom so that all students develop a wide range of technological skills.

B2.7 Evidence of Results Based upon Challenging Learning Experiences
Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**Prompt:** Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

B2.8 Student Understanding of Learning Expectations
Indicator: The students know the standards/expected performance levels for each area of study.

**Prompt:** Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.

B2.9 Student Perceptions
Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

B2.10 Student Needs
Indicator: Teachers address student needs through the instructional approaches used.

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

B2.11 Student Use of Resources
Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources.

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

Conclusions

**Prompt:** Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
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B3. How Assessment is Used Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

B3.1 Appropriate Assessment Strategies

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

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills?
B3.2 Basis for Determination of Performance Levels
Indicator: The school staff has determined the basis upon which students’ grades, their growth, and performance levels are determined and uses that information to strengthen student achievement.

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

B3.3 Demonstration of Student Achievement
Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including students with special needs.

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

B3.4 Correlation
Indicator: The teachers correlate assessment to schoolwide learner outcomes, curricular objectives, course competencies, and instructional approaches used.

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

B3.5 Modifications/Decisions based on Assessment Data
Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

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

B3.6 Student Feedback
Indicator: Student feedback is reviewed as an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards.

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

B3.7 Teacher Monitoring
Indicator: Teachers monitor student progress over time and give students feedback to help students determine whether course objectives have been met.

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

Conclusions
PROMPT: COMMENT ON THE DEGREE TO WHICH THIS CRITERION IS BEING ADDRESSED AND HOW IT IMPACTS THE SCHOOL’S ABILITY TO ADDRESS ANY OF THE IDENTIFIED CRITICAL LEARNER NEEDS.
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Summary, Strengths, and Growth Needs of Category B

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

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

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category B.

Category B: Areas of Strength

Category B: Areas of Growth
CATEGORY C
Support for Student Personal, Academic, and Spiritual Growth
CATEGOR Y C: SUPPORT FOR STUDENT PERSONAL, ACADEMIC, AND SPIRITUAL GROWTH

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

C1. Student Connectedness Criterion

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

Areas to Analyze and Examine

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

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

C1.1 Adequate Personalized Support
Indicator: The school has available adequate services, including referral services, to support all students in such areas as health, career planning, personal counseling, and academic assistance.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career planning, personal counseling, and academic assistance.

C1.2 School Support Systems
Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Prompt: Evaluate the level of school coordination of the system of support services allowing for maximum effectiveness. Are the processes for intervention or referral effective?

C1.3 Strategies Used for Student Growth/Development
Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

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

C1.4 Support Services and Learning
Indicator: The school ensures that the support services and related activities have a direct relationship to learning for all students.

Prompt: Evaluate how the school leadership and staff ensure that the support services and related activities have a direct relationship to learning for all students. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs.

C1.5 Co-Curricular Activities
Indicator: School leadership and staff link curricular and co-curricular activities for all students to the curricular standards and schoolwide learner outcomes.

Prompt: Evaluate the extent of the link of curricular and co-curricular activities for all students to the curricular standards and schoolwide learner outcomes.
C1.6  Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

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

C1.7  Spiritual Activities

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

**PROMPT:** Evaluate the connection of spiritual activities provided for all students to student spiritual growth and schoolwide learner outcomes.

C1.8  Student Perceptions

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

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

Conclusions

**PROMPT:** Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
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C2. Parent/Constituency Involvement Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

C2.1 Regular Parent Involvement

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

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

C2.2 Use of Community Resources

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

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

C2.3 Parents/Constituency and Student Achievement

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

Prompt: How does the school ensure that the parents and school constituency understand student achievement of the schoolwide learner outcomes.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
C3. Witnessing and Community Service Activities Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

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

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

Prompt: Evaluate the extent of the availability and link of witnessing and community service activities to the school’s stated philosophy and goals as well as the schoolwide learner outcomes.

C3.2 Student Involvement with Witnessing/Service Activities

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

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in witnessing/service activities.

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
Summary, Strengths, and Growth Needs of Category C

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

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

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Areas of Strength

Category C: Areas of Growth
CATEGORY D
Resource Management and Development
CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT

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

D1. Resources Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

D1.1 Allocation Decisions

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

Prompt: Evaluate the relationship between the decisions about resource allocations, the mission, student achievement of the schoolwide learner outcomes, and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?
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D1.2 Practices
Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

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

D1.3 Facilities
Indicator: The school’s facilities are safe, functional, well-maintained, and support the school’s mission, desired learner goals, and educational program.

Prompt: Evaluate the facilities in relation to the health and safety needs of students, and supporting the school’s mission, desired learner goals, and educational program.

D1.4 Instructional Materials
Indicator: There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual equipment, support technology, manipulatives, laboratory materials, and library/media resources.

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

D1.5 Well-Qualified Staff
Indicator: There are resources available for hiring and nurturing a well-qualified staff for all programs.

Prompt: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Conclusions
Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
D2. Resource Planning Criterion

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

Areas to Analyze and Examine

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

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

Indicators with Prompts

D2.1 Long-range Resource Plan

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

Prompt: Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school’s mission and schoolwide learner outcomes.

D2.2 Use of Research and Information

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

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

D2.3 Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: Evaluate the effectiveness of the involvement of stakeholders in the school’s future.
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D2.4 Informing
Indicator: The board and school leaders are involved in informing the constituents about the financial needs of the organization.

Prompt: Comment on the evidence that the board and school leaders are involved in informing the constituency about the financial needs of the organization.

D2.5 Marketing Strategies
Indicator: The school has marketing strategies to support the implementation of the development program.

Prompt: How effective are the marketing strategies to support the implementation of the development program?

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed and how it impacts the school’s ability to address any of the identified critical learner needs.
Summary, Strengths, and Growth Needs of Category D

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

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

| Summary (including comments about the critical learner needs) |

Prioritize the areas of strength and growth for Category D.

| Category D: Areas of Strength |

| Category D: Areas of Growth |
FOCUS ON LEARNING
The Visit
The Visit

GUIDELINES, PREPARATION AND TERM DETERMINATION

Within this section are details pertaining to the onsite visit. There are guidelines and checklists for the Principal/Self-Study Coordinator.
PRINCIPAL/SELF-STUDY COORDINATOR VISIT CHECKLIST

___1. The Principal, in consultation with the local conference office of education, makes housing and visit arrangements for the Visiting Committee.

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

___2. After the self-study report is completed, a final report is to be made to the school board for approval of action plans. Copies are then distributed to the appropriate people/organizations. The Principal/Self-Study Coordinator and Visiting Committee Chairperson finalize the schedule for the visit.

✓ Self-Check Questions

• Has the school board voted approval of the action plans?
• Have copies of the self-study report been sent to the appropriate recipients?

The Principal/Self-Study Coordinator submits the self-study report after final Leadership Team review. The Principal/Self-Study Coordinator arranges for the sending of electronic copies, the printing of an adequate number of copies, and distributes them to the following people/organizations six weeks before the visit:

a. The local conference office of education.
b. Electronic/hardcopies as needed for staff members and members of the school board.
3. During the month prior to the visit, the Principal/Self-Study Coordinator and the Leadership Team continue discussion of the implementation of the schoolwide action plan. Staff members and other stakeholders review the schoolwide action plan, their respective subject area/support strategies, and the reports by the Schoolwide Focus Groups; they provide feedback to their committee chairpersons. Using this information, the Leadership Team continues to refine the schoolwide action plan. The Leadership Team will share these ideas with the Visiting Committee.

4. The Principal/Self-Study Coordinator completes preparation for the Visiting Committee visit. The Principal/Self-Study Coordinator verifies all preliminary Visiting Committee visit arrangements: housing, word processing and copy services, school map, school master classroom schedule, parking facilities, name tags, etc. The Principal/Self-Study Coordinator ensures the workroom and exhibits, including portfolios, are available. The Principal/Self-Study Coordinator arranges for appropriate refreshments and meals for the Visiting Committee.

5. During the visit, the stakeholders discuss specific issues of the self-study with the Visiting Committee.

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

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

Self-Check Questions

☐ Have the Visiting Committee visit arrangements been made?

Self-Check Questions

- Has the final Visiting Committee report been sent to the appropriate recipients?
7. After the visit, the Principal/Self-Study Coordinator facilitates the integration of the narrative suggestions and critical areas for follow-up left by the Visiting Committee in the report into the schoolwide action plan.
The Visit

SCHEDULE FOR VISIT

This schedule should be arranged by the school and the Visiting Committee chair to fit the local situation. In this process, it is very important to allow enough time for dialogue with the Schoolwide Focus Groups and the Leadership Team; these discussions will include the examination of evidence used to determine growth needs by the stakeholders. The Visiting Committee chairperson should be in regular communication with the Principal/Self-Study Coordinator to discuss the progress of the visit.

Day 1

3:00 pm  Meeting of Visiting Committee members to begin group discussion on perceptions of self-study and planning of questions

4:30 pm  Principal/Self-Study Coordinator conducts a brief school tour and provide maps and class schedules

5:30 pm  Meet, greet and eat with faculty, school board, Leadership Team

6:30 pm  Meeting with the Principal/Self-Study Coordinator and Leadership Team to clarify issues in the self-study and explain the visit; the Visiting Committee and school leaders participate in a reflective discussion of the self-study

7:30 pm  Visiting Committee to debrief, receive instructions from the chair and organize the work of the committee

Day 2

7:30 am  Principal/Self-study Coordinator and Visiting Committee; worship, confirm schedule, quick questions

8:00 am  Gathering of Evidence: planning, class/program observations, interviews, examination of student work

10:00 am  Visiting Committee discussions of findings

10:30 am  Visiting Committee meets with student group

11:15 am  Visiting Committee meets with parent group

12:00 pm  Lunch meeting with Principal/Self-Study Coordinator and available Leadership members

1:00 pm  Visiting Committee debrief to close issues raised in the earlier sessions discussing the draft of the Visiting Committee report. (The Visiting Committee may revise the report as a result of the meetings with students, parents and Leadership Team) Visiting Committee members complete the final draft of the Visiting Committee Report

2:30 pm  Completion of the Recommendation for a Status of Accreditation, finalization of expense forms, etc.

4:00 pm  Oral Report to school board, Leadership committee, staff and stakeholders – Report done by Visiting Committee Chair
ACCREDITATION STATUS DETERMINATION

The Visiting Committee will recommend a status of accreditation which will be acted upon by the Adventist Accrediting Association (AAA). Accreditation is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement.

Current status options are: six-year clear; six-year status with interim review; three-year status with a revisit; two-year status with a revisit; one-year probation; or accreditation denied.

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

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

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

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

ACCREDITATION STATUS OPTIONS

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

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

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

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

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

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

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

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

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

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

School Name: ____________________________________________                  Date of Visit: ____________________
Name of Conference: ______________________________________                  Union: _________________________

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

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

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

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

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

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

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

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

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

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

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

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

Visiting Team Members:

Print   Sign               Print   Sign
Print   Sign               Print   Sign
Print   Sign               Chairperson   Sign   Date

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PRINCIPAL/SELF-STUDY COORDINATOR FOLLOW-UP CHECKLIST

1. After the visit, the Principal/Self-Study Coordinator 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.

Some schools may continue to use the Schoolwide Focus Groups as “change agent” committees in the follow-up process. The Leadership Team involves the total staff in annual assessment of progress, including data analysis about student learning in relation to expected schoolwide learning results and curricular objectives; this may result in modifications of the action plan. If the school annually reviews its plan and progress, the reports generated will comprise the major portion of the next self-study. Most schools will conduct one more annual review in relation to their expected schoolwide learning results, curricular objectives, and schoolwide criteria and refine their action plan areas for the next three to five years.
Glossary of Terms
UNDERSTANDING THE FOCUS ON LEARNING TERMINOLOGY

To ensure common understanding of the terms, which are used in the criteria and the Focus on Learning process, the following definitions are provided and will be operational for Focus on Learning.

**Accreditation**: A process of ongoing school improvement that examines all aspects of the school program and operations in relation to the impact on high quality student learning. A school conducts self-study that serves as the basis for a review by a Visiting Committee of professional educators who assist the school in assessing the effectiveness of the program and operations and its impact on student learning. The school is assessed on the degree to which the school is meeting the schoolwide criteria and AAA standards, as well as related accreditation factors that emphasize the key self-study outcomes and important aspects of the ongoing school improvement process.

**Accreditation Factors Based on Accreditation Principles**: The important aspects of the accreditation process based on the accreditation principles: 1) accomplishment of the vision, mission, and schoolwide learner outcomes; 2) high achievement of all students in relation to schoolwide learner outcomes and academic standards; 3) use of multiple ways to analyze data about student achievement; 4) evaluation of the program effectiveness based on schoolwide learner outcomes (critical learner needs) and academic standards; 5) alignment of prioritized findings to a schoolwide action plan focusing on student achievement; 6) ongoing improvement/accountability; and 7) total involvement and collaboration of all stakeholders.

**Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC)**: One of six regional associations that accredits public and private schools, colleges and universities in the United States.

**Action Plan**: A step by step process that details specific activities using existing resources that can address a school's identified growth needs.

**Adventist Accrediting Association (AAA)**: The North American Division Commission on Accreditation, often referred to as AAA, establishes guidelines, criteria and procedures for the evaluation of elementary and secondary schools in North America.

**All Students**: A reference to the belief that all students can learn at high levels and should have sufficient support to enable them to achieve the schoolwide learner outcomes. Every student enrolled in the school is included, regardless of sub-population or unique characteristics.

**Challenging Relevant Curriculum**: A demanding spiritually centered curriculum based on themes and concepts that encourage the student to achieve at high levels, to use “higher order thinking skills,” and to apply and synthesize knowledge.
FOCUS ON LEARNING: For Seventh-day Adventist Schools in the Pacific Union Conference

Coherent Curriculum: A curriculum that is viewed as a broadly conceived concept and makes sense as a whole with subparts unified, connected and integrated.

Competency: A performance objective.

Conference: An administrative unit of the Seventh-day Adventist church that owns and operates all K-12 schools within its territory through a local school board, and employs all school and church personnel.

Course Competencies: Established goals, objectives and expectations for what students are to know and be able to do upon the completion of a class, course or sequence of courses within a subject area or program. These results are aligned with the schoolwide learner outcomes and "enable" students to progress toward accomplishing these outcomes.

Critical Learner Need: Based on the analysis of multiple sources of data, an identified priority student learning need for which immediate attention must be given throughout the analysis of the school based on the schoolwide criteria and the resulting schoolwide action plan.

Current Educational Research and Thinking: Research and related discourse and publications on education and learning on state, national, and subject area standards; and government, business and industry research.

Diverse Population: The variety of sub-populations in the school, populations defined by ethnicity, gender, religious affiliations/beliefs, ability levels, socio-economic status, etc.

Focus Groups: Teams incorporating representatives from all the Home Groups who examine criteria and SLOs.

Home Groups (For Large Schools): One of three typical committee structures that can be organized by subject, program, grade, or other criterion; to provide much of the core evidence collection and evaluation on which the self-study is based.

Indicators and Prompts: Suggested areas to examine with a list of questions/prompts that could help in determining the effectiveness of the school's program.

Journey to Excellence (J2E): A publication of the North American Division that outlines a roadmap for the future of Adventist education focusing on best practices and innovation to facilitate change. [www.journeytoexcellence.org](http://www.journeytoexcellence.org)

Mission (Purpose): A clarification of the beliefs, vision, and mission held by members of the school constituency about what the school can do for students with respect to knowledge, skills, and understandings through the program.

North American Division (NAD): One of 13 world divisions of the Seventh-day Adventist Church that separates a system of nearly 1000 elementary schools, secondary schools, 15 colleges and universities and is responsible for developing and coordinating the curriculum for K-12 schools.

Portfolio: A collection of representative student work.

Purpose: A clarification of the beliefs, vision, and mission held by members of the school constituency about what the school can do for students with respect to knowledge, skills, and understandings through the school program.
School Constituency: The school constituency is made up of Adventist churches that support the school.

Schoolwide Action Plan: The overall improvement strategies as a result of the self-study process that is reviewed and refined regularly based on progress and impact on student learning. Schools are guided by one action plan that has integrated all initiatives.

Schoolwide Criteria, Indicators, and Prompts: Schoolwide criteria are research-based guidelines for school improvement that focus on student achievement of the schoolwide learner outcomes and academic standards. Indicators highlight important points of the schoolwide criteria. Prompts are analytical questions that help guide the analysis, examination, and evaluation of the school in relation to the schoolwide criteria and indicators; this results in specific findings supported by evidence and the determination of strengths and growth areas.

Schoolwide Learner Outcomes (SLO): Previously known as Expected Schoolwide Learning Results (ESLRs), Schoolwide Learner Outcomes (SLOs) identifies what each student should know, understand and be able to do upon exit (e.g., graduation) from the school, or by the time the student completes the planned program. These learning results are collaboratively developed and represent the focus of the entire school constituency.

Seventh-day Adventist (SDA): Seventh-day Adventist Church.

Special Needs: Students who need additional physical and/or mental support services to accomplish the schoolwide learner outcomes at their maximum potential.

Subject Area: A specific body of information or knowledge; a discipline.

Glossary of Terms

Self-Study Coordinator (SC): The facilitator/leader of the accreditation process in collaboration with school leadership.

Stakeholders: The school stakeholders include the (1) constituent churches; (2) parents, students, school board; and (3) all school employees.

Standards-based System: Curriculum, instruction, assessment, and reporting to parents, students, and the public are all aligned to a common set of standards.
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