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

E1. School Culture and Student Support Criterion with Indicators

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

INDICATORS

Regular Parent Involvement

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

Use of Community Resources

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

Parent/Community and Student Achievement

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

E1. School Culture/Student Support: Other Findings

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

E1. School Culture and Student Support Criterion Suggested Areas to Examine

❖ **Guide Questions: To what extent:**

- does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

❖ **Suggested evidence to examine:**

- descriptions of the links with parents and community
- how local resources provided by parents and community are identified and utilized
- strategies for involving non-English speaking parents
- strategies and processes for supporting parents as active partners in the teaching/learning process
- how parents and community members are involved in the school's decision-making process
- other evidence identified by the school

E1. Assessment and Accountability Sample Prompts

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

SAMPLE PROMPTS**Regular Parent Involvement**

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

Use of Community Resources

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

Parent/Community and Student Achievement

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

E1. School Culture/Student Support: Other Findings

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

E2. School Culture and Student Support Criterion with Indicators

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

INDICATORS**Safe, Clean, and Orderly Environment**

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

High Expectations/Concern for Students

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

Atmosphere of Trust, Respect and Professionalism

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

E2. School Culture/Student Support: Other Findings

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

E2. School Culture and Student Support Criterion Suggested Evidence to Examine

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

E2. School Culture and Student Support Criterion with Sample Prompts

a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

SAMPLE PROMPTS

Safe, Clean, and Orderly Environment

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

High Expectations/Concern for Students

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

Atmosphere of Trust, Respect and Professionalism

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

E2. School Culture/Student Support: Other Findings

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

E3–E4. School Culture and Student Support Criterion with Indicators

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

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

INDICATORS

Adequate Personalized Support

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

Direct Connections

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

Strategies Used for Student Growth/Development

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

Support Services and Learning

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

Equal Access to Curriculum and Support

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

Co-Curricular Activities

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

Student Involvement in Curricular/Co-Curricular Activities

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

Student Perceptions

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

E3–4. Culture/Student Support: Other Findings

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

E3–E4. School Culture and Student Support Criterion Suggested Evidence to Examine

❖ **Guide Questions: To what extent:**

- do all students receive appropriate support along with an individualized learning plan to help ensure academic success?
- do students have access to a system of personal support services, activities and opportunities at the school and within the community?

❖ **Suggested evidence to examine:**

- the support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students
- instructional resources available through library/media services and facilities
- strategies which promote a more personalized approach to learning
- alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- the purpose and effectiveness of the school’s EL program and its relationship to the rigorous, standards-based curriculum
- a description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- the extent to which the master schedule reflects the school’s support for all students having access to the rigorous standards-based curriculum
- demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- strategies which ensure that all students are successful and connected to the school
 - level of teacher involvement with students in the classroom
 - existence of a curriculum which promotes inclusion
 - level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extracurricular and co-curricular activities, advisorships)
 - homeroom and student advocacy programs
 - systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities

- connections of co-curricular and extra-curricular activities to the school’s academic standards and expected schoolwide learning results
- processes for regular review of student and schoolwide profiles
- processes and procedures for interventions that address retention, redirection, retrieval
- interviews with students and staff to learn the effectiveness of these strategies
- the extent to which the services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked to provide comprehensive support
- direct connections between academic standards and expected schoolwide learning results and allocation of resources to student support services available to students, such as
 - counseling/advisory services
 - articulation services (into high school, level to level, and post high school)
 - psychological and health services or referral services
- other evidence identified by the school

E3–E4. School Culture and Student Support Criterion with Sample Prompts

E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success? E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

SAMPLE PROMPTS

Adequate Personalized Support

To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

Direct Connections

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

Strategies Used for Student Growth/Development

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

Support Services and Learning

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

Equal Access to Curriculum and Support

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

Co-Curricular Activities

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

Student Involvement in Curricular/Co-Curricular Activities

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

Student Perceptions

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

E3-4. Culture/Student Support: Other Findings

What have you learned from analysis of additional evidence regarding these criteria?