Focus on Learning

ACS WASC FOL Accreditation Cycle

Follow-up

Implement

Visit

Self-Study

Assess

Reassess
ACS WASC FOL Accreditation Cycle

Year 6

Year 5

Year 4

Year 3

Year 2

Year 1

Focus on Learning
Outcomes of Self-Study Process
Agenda

Chapter V: Action Plan

Chapters I-IV

Visit and Status
One Plan – Single Plan for Student Achievement (SPSA)
What is the format of an Action Plan section?

Is there a required template?

What is a reasonable number of sections within an Action Plan?
Suggested Action Plan Components

- Statement of area for improvement, including growth targets and rationale for area based on self-study findings
- Rationale
- Link to one or more schoolwide learner outcome
- 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’s responsible and involved
- Specific steps, including professional development
- Timeline
- Resources
Action Plan Questions

How does the Leadership Team determine the major sections of the Schoolwide Action Plan?

How does the Leadership Team ensure Action Plan aligned with the prioritized growth areas identified by the Schoolwide Focus Groups?
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas
- Action Plan
Let’s Practice

Examine the growth areas from all the focus groups.

Group these growth areas into several strands or themes.

Chart these.
Clustering Growth Areas
Let’s Check

To what extent do the Action Plan sections of the updated SPSA show direct alignment with the

✓ critical learner needs?
✓ the schoolwide learner outcomes?
✓ identified growth areas?
✓ what is already identified in the SPSA?
✓ the district Local Control Accountability Plan (LCAP)?

Realistically will each Action Plan section impact student achievement?
Once Action Plan sections identified

- How do staff update the current SPSA with meaningful and realistic steps?
- How are teachers and other staff involved to gain consensus and support of the action plan?
- How do staff integrate district goals (LCAP), other school projects, grants, and plans?
- How do staff ensure the plan will strengthen student achievement?

Visualize what will be different for students.... One year from now? Two years from now? Three years from now?
How do school staff monitor implementation and accomplishment of the Schoolwide Action Plan?
VC Schoolwide Critical Areas for Follow-Up

Support those areas already identified by the school in the Action Plan sections

Strengthen those identified areas in the Action Plan sections

Address additional areas identified by the Visiting Committee

Who  What  Why
Chapter V: Self-Check Questions
5 minute break
Agenda

Chapter V: Action Plan

Chapters I-IV

Visit and Status
Chapter I

School Description and Accreditation History

Outcome, Process, and Perception Data

Schoolwide Learner Outcome

Findings
Chapter I: Self-Check Questions
Chapter II: Progress Report

1. Significant Developments

2. Managing the Plan

3. Schoolwide Critical Areas for Follow-up from Visiting Committee(s)

4. Report on Schoolwide Plan (SPSA) including Growth Targets; Key Activities linking to Schoolwide Critical Areas for Follow-Up; Additions/Deletion

5. Anything Else
Chapter II: Self-Check Questions
Chapter III: Conclusions

Implications of the profile and progress data

Critical Learner Needs correlated to Schoolwide Learner Outcomes

Questions for study in Chapter IV
Some Critical Learner Needs

Knowledge/Skills for all students
- Reading comprehension
- Academic writing
- Problem solving

Closing the Gap
- Basic number skills for the lowest quartile of students
- English vocabulary (speaking, reading, and writing) for Martian students (pick your subgroup)

Affect (if you don’t address these things, you’ll never get to the knowledge/skills or close the gap)
- Attendance
- Study skills
- Civil school behaviors
Chapter III: Self-Check Questions
Chapter IV

Focus Groups
Criteria & student work

Leadership Team
Plans & guides

Home Groups
Student work & criteria
Chapter IV

**Process**

- Home Groups
- Leadership Team
- Focus Groups

**Product**

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

**Professional knowledge**
- Data
- Observations
- Surveys/interviews
- Student work
- Documents
Levels of Criteria Responses

General
All students

Differentiated
Programs, Departments, Grade Levels

Critical Learner Needs
Conclusions Within the Five Criteria Categories

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Consider responding to these ONLY ONCE per criteria category rather than for each criterion within the criteria.
Chapter IV: Self-Check Questions
5 minute break
Agenda

Chapter V: Action Plan

Chapters I-IV

Visit and Status
VC Committee Members
Preparing for the Visit

Remembering
Planning

Hosted
Staff
Students
Evidence
Schedule
Technology
Schedule/Activities

Daily feedback meetings between Visiting Committee members and school leaders

Classroom/campus observations

Informal interviews

Meetings with Focus Groups and others

Daily meeting of VC Chair and principal

VC report editing/reviewing
VC Report

- Analysis
- Conclusions-Action Plan
  - Schoolwide strengths
  - Schoolwide critical areas for follow-up
    - Support identified areas
    - Strengthen identified areas
    - Address additional areas
What accreditation status best supports the school’s improvement needs?
Accreditation Status

• Six-Year Accreditation Status
  Progress report at mid-cycle
  Progress Report and one-day visit at mid-cycle
  Progress Report and two-day visit at mid-cycle

• One-or-Two-Year Probationary Status with an in-depth progress report and a two-day visit

• Accreditation Status Withheld
Accreditation Status Timeline

- Year 1: Self-Study
- Year 2: Mid-cycle Report and One-Day Visit
- Year 3: Mid-cycle Report
- Year 4: Mid-cycle Report and Two-Day Visit
- Year 5: Special Progress Report and/or Visit
- Year 6: Next Self-Study

Process:
- Six-Year Accreditation Granted
- Probation Report and Visit
- Probation Report and Visit
- Accreditation Withheld
- Reinstatement Visit (One- or three-year accreditation may be granted)
- Accreditation Visit
- Accreditation Visit (If needed)
- Self-Study (New six-year cycle begins)

[School Preparing Next Self-Study]
WASC 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.

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

- **Six-Year Accreditation Status with a Mid-cycle Progress Report**: There is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan, which includes the identified critical areas for follow-up.
  
  Provide the rationale for the accreditation status recommendation in the Justification Statement.

- **Six-Year Accreditation Status with a Mid-cycle Progress Report and** (choose one option below):
  
  - **One-Day Visit**: There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a one-day visit is recommended.
  
  **Two-Day Visit**: There is compelling evidence that the school needs additional support in strengthening student achievement by addressing the identified critical areas for follow-up. Based on the scope and seriousness of the issues and the size of the school, a two-day visit is recommended.
  
  Provide the rationale for the accreditation status recommendation in the Justification Statement.

- **Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit** (choose one option below):
  
  - **One-Year**: There is compelling evidence that the school deviates significantly from the WASC criteria in one or more critical areas requiring immediate attention and support.
  
  **Two-Year**: There is compelling evidence that the school deviates significantly from the WASC criteria in one or more critical areas that need to be addressed within two years.
  
  Provide the rationale for the accreditation status recommendation in the Justification Statement.

- **Accreditation Status Withheld**: There is compelling evidence that the school does not meet the WASC criteria/indicators and other accreditation factors and deviates significantly in several areas that impact student learning and well-being, the school's program, and supporting operations.
  
  Provide the rationale for the accreditation status recommendation in the Justification Statement.

* See Accreditation Status Explanation.

**Note**: The Commission reserves the right to grant accreditation status other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school's chief administrator.
Accreditation Status Factors:
VC Recommendation & Commission Action

- Highly effective
- Effective
- Somewhat effective
- Ineffective
How well are the students achieving?

Is the school community doing everything possible to support high achievement for all its students?
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To evaluate today’s experience, we’re asking you to complete a brief survey using Survey Monkey. The evaluation looks at both content and the webinar delivery.

Shortly, you’ll receive an email with a web link to the survey. Once completed, the submission is anonymous. Your comments and those of other participants will help us strengthen the ACS WASC accreditation process.

Thank You