ACS WASC FOL Accreditation Cycle

Focus on Learning
ACS WASC FOL Accreditation Cycle

Follow-up

Focus on Learning

Self-Study

Visit

Plan

Assess

Reassess
ACS WASC/CDE Self-Study

Preface

Chapter I Data

Chapter II Progress

Chapter III Conclusions

Chapter IV Organization

Chapter IV Curriculum

Chapter IV Instruction

Chapter IV Assessment

Chapter IV Culture/Support

Chapter V Action Plan

Appendices
Chapter V: Action Plan

Chapters I-IV

Visit and Status
One Plan
Local Control Accountability Plan
Required by California 2013–14 Budget Act under the Local Control Funding Formula

Single Plan for Student Achievement
Required by federal legislation under No Child Left Behind provisions of the Elementary and Secondary Education Act (ESEA) of 2001
Action Plan Questions

- 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
• 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
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.
Let’s Check

To what extent...

do the Action Plan sections show direct alignment with the critical learner needs? the schoolwide learner outcomes? the identified growth areas?

Realistically...

will each Action Plan section impact student achievement? the critical learner needs? the schoolwide learner outcomes? the identified growth needs?
Once Action Plan sections identified

- How do staff update the current plan 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, 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?

What?

How well have we done?

Who?

Why?

How?
Chapter V: Self-Check
Chapter V: Action Plan

Chapters I-IV

Visit and Status
Chapters I-IV

Chapter I
Who we are

Chapter II
Where we’ve been and how we work together

Chapter III
Where we’re headed

Chapter IV
How things work with an analysis of strengths and areas of relative weakness
Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
Chapter I: Self-Check
Chapter II: Action Plan Progress Report

• Significant developments
• Schoolwide critical areas for follow-up
• Procedures to monitor/adjust plan
• Progress on school plan segments showing integration of schoolwide critical areas for follow-up from visiting committees including focus area, growth targets, major activities
• Comment on any schoolwide critical areas for follow-up not in the current plan
Chapter II: Self-Check
Chapter III: Summary of Data and Progress

What are the implications of data and progress with respect to student performance?

Identify two or three critical learner needs based on data, noting correlated schoolwide learner outcomes. Cite data sources.

List important questions that have been raised by the analysis of the student data about the critical learner needs. (Used by Home and Focus Groups.)
Chapter III: Self-Check
Chapter IV: Program Quality Analysis

Process

- Home Groups
- Leadership Team
- Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

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

Organization

Curriculum

Instruction

Assessment

Support
Chapter IV: Program Quality Analysis

• **To what extent** does this contribute to the students’ success?

• What have we learned about our **critical learner needs**?

• How will the **prioritized growth areas** strengthen students’ success in reaching school goals? In improving in areas of critical learner need?

• How might we build on our **areas of strength**?

• Are the strengths and growth areas **appropriate** to the findings?
Summary, Strengths, and Growth Needs

Summarize the degree to which the criteria in Category x 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.

Identified Strengths

Prioritized Growth Areas
Chapter IV: Self-Check
Chapter V: Action Plan

Chapters I-IV

Visit and Status
The Visit: Committee Members
Preparing for the Visit

Remembering
Planning

Hosting
Students
Staff
Technology
Schedule
Evidence

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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
Think about....

What have we learned during the self-study?
Are we clear about our next best work?
How might our deeper understandings affect thing in my classroom? My department? Our school? In the next three-five years?
ACS WASC/CDE Visiting Committee Report

Chapter I
Data

Chapter II
Progress

Chapter III
Process

Chapter IV
Organization

Chapter IV
Curriculum

Chapter IV
Instruction

Chapter IV
Assessment

Chapter IV
Culture/Support

Chapter V
Action Plan
Outcomes of Self-Study Process
VC Report

- Analysis
- Conclusions-Action Plan
  - Schoolwide strengths
  - Schoolwide critical areas for follow-up
    - Support identified areas
    - Strengthen identified areas
    - Address additional areas
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**
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 Recommendation

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 Timeline
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?
We Are Student Centered
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