ACS WASC for 2015-16 Schools
Webinar Guide

Key in questions and comments in the public chat space near the bottom of your screen. Please send comments and questions to “All Participants.” You may, however, send a private chat to either all or individual presenters or participants. Do introduce yourselves to all of us using the public chat space.

All participants are muted on sign-in. To use VoIP, participants must have a working microphone and speaker on their computers. “Raise your hand” (located on the left bottom of the participants panel) and send a “chat” that you want to speak. We will open your mic. Please lower your hand when you’ve finished by clicking the same hand icon.

Technical issue? Please send your concern to our producer, Cynthia Newton, through the public chat space. She’ll get you the help you need.

There will be one 5-minute break during the presentation.

This webinar session will be recorded and posted on the ACS WASC website! There will be a link on the ACS WASC website. www.acswasc.org
Your Screen

How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?

Enter your questions/comments and select recipients
Raise your hand and request permission to speak
Respond to a quick poll
Follow chat conversation
How are the students achieving? Is the school doing everything possible to support high achievement for all its students?
ACS WASC Accreditation Cycle

Follow-up

Self-Study

Visit

Plan

Assess

Reassess

Focus on Learning
Outcomes
Where is the school now?  
Where’s it going?  
Does it have a good roadmap?
Timeline: Now - March

- **Chapter I**
  - Profile
  - Get Organized
  - Leadership
    - Team Home/Focus Groups
  - Data Findings

- **Chapter II**
  - History
  - Process Product

- **Chapter III**
  - Critical Learner Needs Questions
  - Conclusions

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Timeline: Now - March

Know Criteria

Get Organized

Chapter I Profile
Data Findings

Chapter II History
Process Product

Chapter III Summary
Conclusions Critical Learner Needs Questions
ACS WASC Self-Study

Preface

Chapter I
Data

Chapter II
Progress

Chapter III
Conclusions

Chapter IV
Organization

Chapter IV
Curriculum
Instruction
Assessment

Chapter IV
Support

Chapter IV
Resources

Chapter V
Action Plan

Appendices
ACS WASC Criteria

Organization

Curriculum, Instruction, Assessment

Support

Resources
ACS WASC Visiting Committee Report

- Preface
- Chapter I Data
- Chapter II Progress
- Chapter III Process
- Chapter IV Organization
- Chapter IV Curriculum Instruction Assessment
- Chapter IV Support
- Chapter IV Resources
- Chapter V Action Plan
ACS WASC/CDE Criteria

Organization

Curriculum

Instruction

Assessment

Support
ACS WASC/CDE Visiting Committee Report

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 I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
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
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 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
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?
Home/Program and Focus Group Work

Analytical
Disaggregated
Honest
All students
Critical learner needs
Chapter III: Program Quality Analysis

Process
- Program 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
Chapter V: Action Plan

- Statement of area for improvement, including growth targets & 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, & academic standards

- Means to monitor & report progress
- Who’s responsible & involved
- Specific steps, including professional development
- Timeline
- Resources

Connected to LCAP and critical learner needs
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas
- Action Plan
ACS WASC Accreditation Cycle

- Assess
- Self-Study
- Visit
- Plan
- Implement
- Follow-up
- Reassess
ACS WASC Post Secondary Self-Study

Preface

Chapter I
Data

Chapter II
Progress

Chapter III
Criteria (10)

Chapter III
Institutional Issues

Chapter III
Classroom/Student Issues

Chapter IV
Action Plan

Appendices
ACS WASC Post Secondary Criteria

1. Institutional Mission, Purpose, & Objectives
2. Organizational Infrastructure
3. School Leadership, Faculty & Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
7. Student Support Services
8. Resource Management
9. Community Connection
10. Action Plan
Chapter I
Introduction

Chapter II
Progress Report

Chapter III
Evaluation of Response to Criteria

Chapter IV
Action Plan Effectiveness
ACS WASC Postsecondary School Organization and Work

Focus Groups
Criteria

Profile Team
Leadership Team Criteria; Plans & Guides

Program Groups
Data, Observations, Interviews, Student Work, & Criteria

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ACS WASC Postsecondary:
Chapter I: School information & Data

• Basic institutional information
• Community information
• Student learning data
• Additional online programs and course descriptions
• Assessment of two schoolwide learner outcomes identifying the degree to which students are meeting the outlines in all programs
ACS WASC Postsecondary:  
Chapter II: Progress Report

• Significant developments
• Procedures for monitoring and implementing the action plan
• Progress on action plan sections
  • Key issues identified
  • Visit recommendations
• Success in addressing key issues
• Narrative, analytical findings to criteria including to what extent the schools meets or exceeds the expectations of the criteria

• Identifying evidence

• Strengths and key issues to address
The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.
Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

• How does the school measure the quality of instruction in its classrooms?

• How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?
Program and Focus Group Work

Analytical
Disaggregated
Honest
All students
Major conclusions
• Statement of key issues
• Rationale for key issues
• Student Learner Outcomes addressed
• Strategies: Specific steps, timeline, responsible persons
• Ways of assessing progress
• Means to monitor and report progress
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Criteria Strengths
- Criteria Growth Areas

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

Accreditation Status Withheld
Accreditation Status Timeline

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

- Probationary Accreditation
  - 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

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