ACS WASC CDE
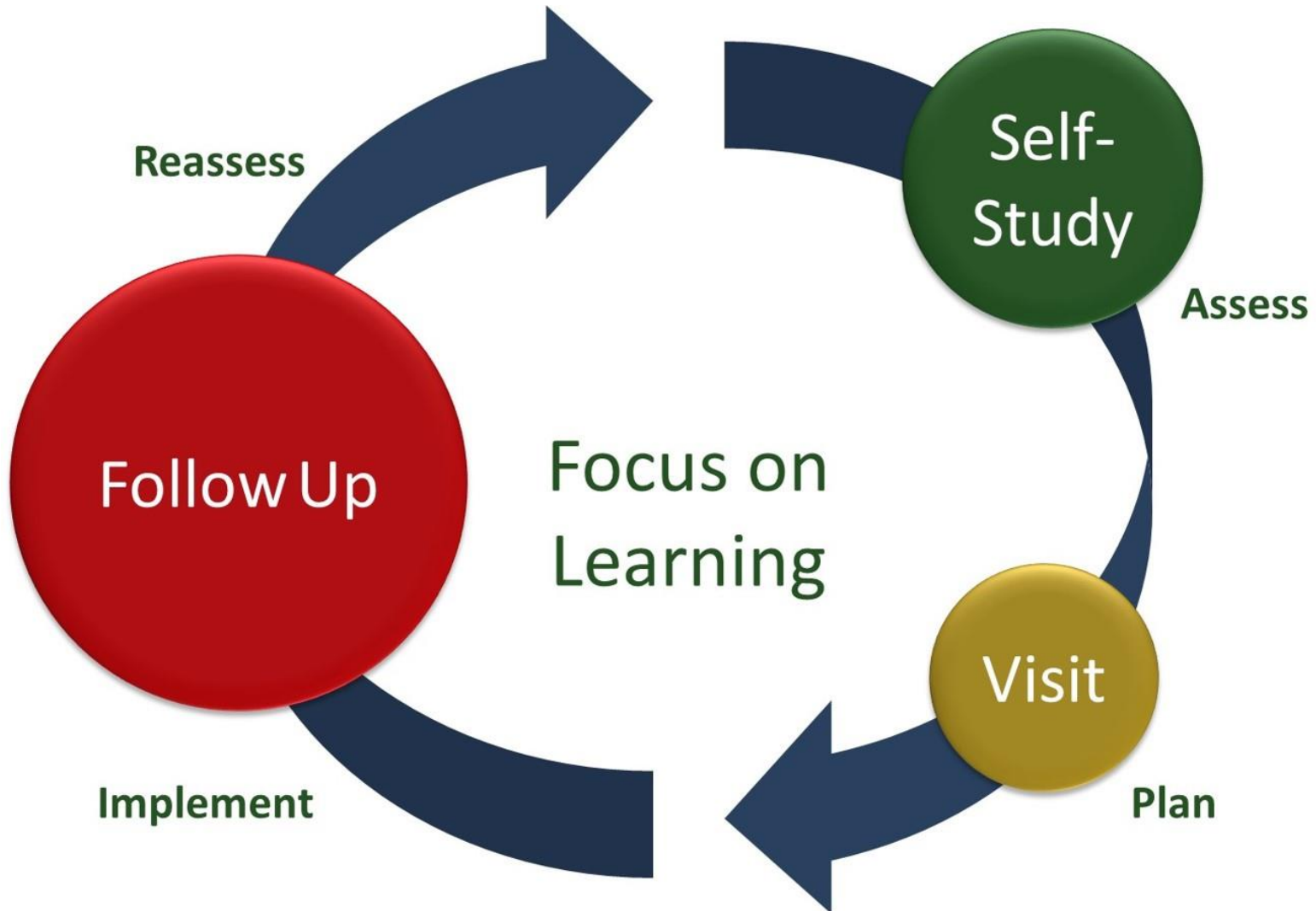# Focus on Learning
Part 3 of 3

2017-18 Schools
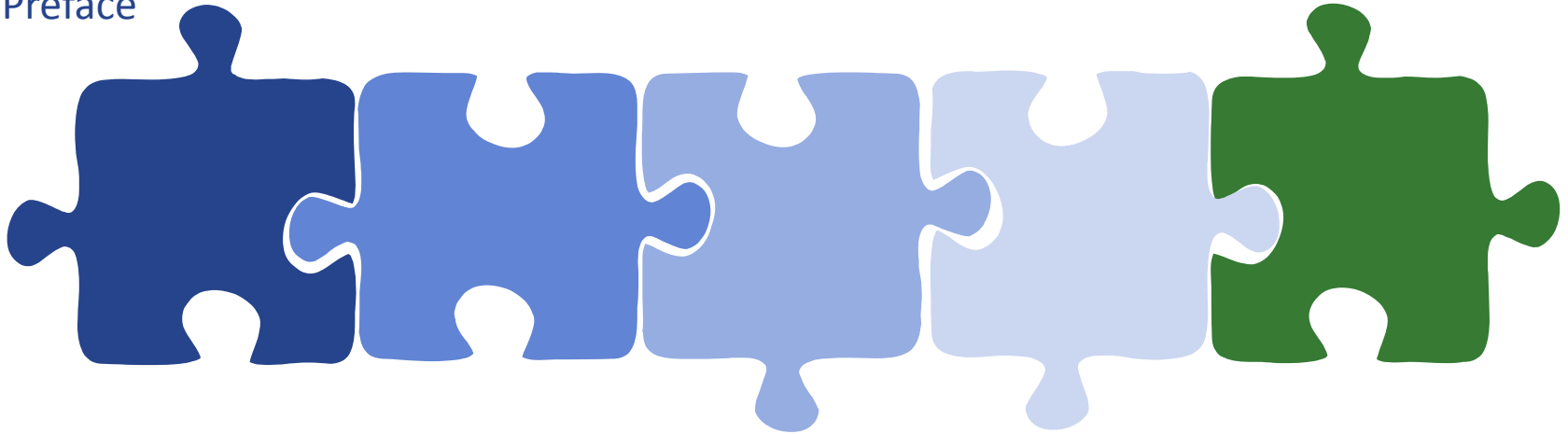
Accreditation Cycle of Quality

ACS WASC/CDE Self Study, 2017–18

Preface

Electronic Appendices

Chapter I
Progress Report

Chapter II
Student-Community Profile

Chapter III
Self-Study Findings

Chapter IV
Summary list of Critical Student Learning Needs

Chapter V
Action Plan (SPSA/LCAP)

Preface

Logic of argument

Chapter I Progress Report

Chapter II Student/Community Profile

Chapter III Self-Study Findings

Chapter IV Summary list of Critical Student Learning Needs

Chapter V Action Plan (SPSA/LACP)

Electronic Appendices

Outcomes of Self-Study Process

Involvement and collaboration of all stakeholders

School's mission and Schoolwide Learner Outcomes

Program assessment showing impact on student learning

Creation/modification of schoolwide action plan

Development and implementation of system for monitoring the plan

Chapter V: Action Plan

Chapters I-IV

Visit and Status

One Plan

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

Action Plan Questions

How does the Leadership Team de*ter*mine 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 Check

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?

Who?

How well have we done?

Why?

How?

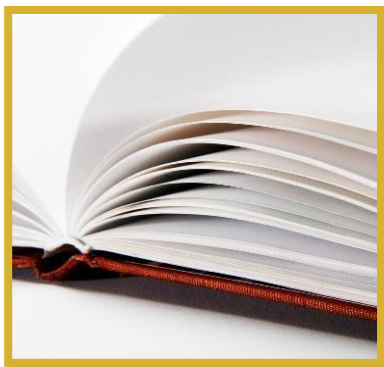Examine the growth areas from all the focus groups.

Group these growth areas into several strands or themes.

How do they fit with your identified critical learner needs?

Which are critical for student success?

Chapter V: Action Plan

Chapters I-IV

Visit and Status

Chapters I-IV

Chapter I

Where we've been and how we work together

Chapter II

Who we are

Chapter III

How things work with an analysis of strengths and areas of relative weakness

Chapter IV

Where we're headed

Chapter I: 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: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices

Chapter III: **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 CDE Criteria

Organization

Curriculum

Instruction

Assessment

Support

Chapter III: **Program Quality Analysis**

- **To what exten**t 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 of Data and Progress

Summarize the identified critical learning needs based on profile and Focus Group findings

Program and Focus Group Work

Analytical

Disaggregated

Honest

All students

Major conclusions

Classroom/Campus Observations

Strategies

Data-in-a-Day

Roving teacher substitutes

Teacher journals

Shadowing students

Ground rules

Capturing data

Syda Productions @DollarPhoto

Rido | DollarPhotoClub

Student Work

"The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach."
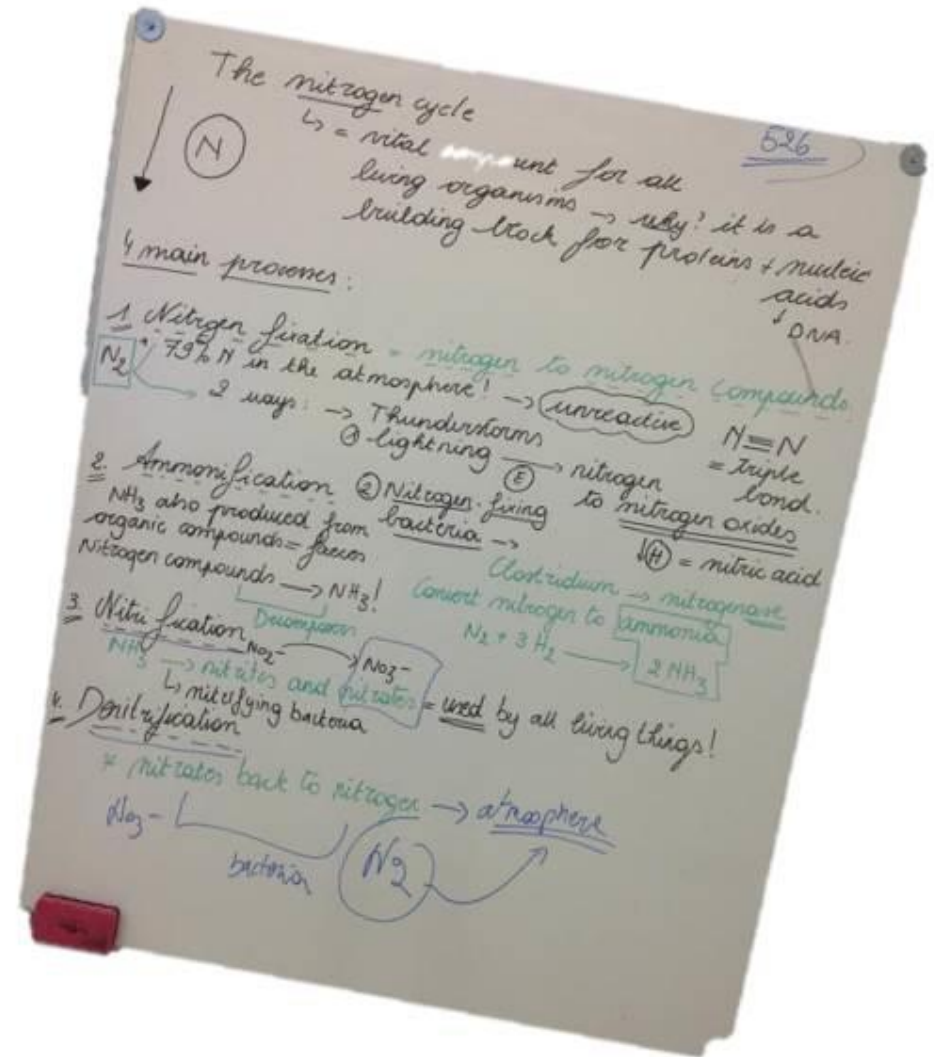
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time

Interviews and Surveys

Interviews

- Student to student
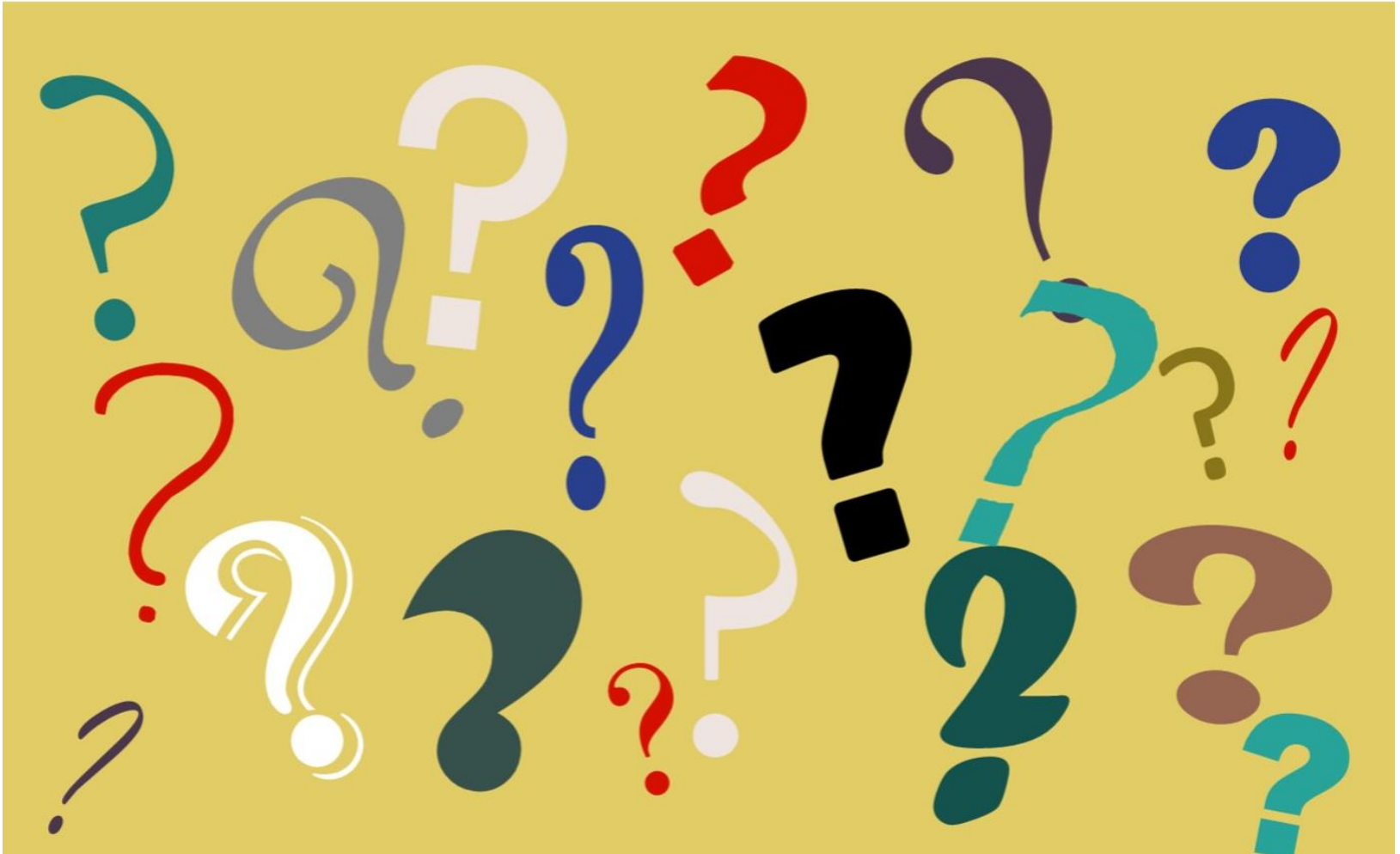- Staff to student
- Teacher to teacher

Surveys

- Short
- Focused
- Understandable

Big Three

1 Respond to the prompts

2 Ensure alignment with data

3 Dig down to the critical learner needs

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

Road to the Action Plan

Schoolwide Learner Outcomes

Data

Critical Learner Needs

Criteria Strengths

Criteria Growth Areas

Action Plan

Chapter V: Action Plan

Chapters I-IV

Visit and Status

The Visit: Committee Members

Preparing for the Visit
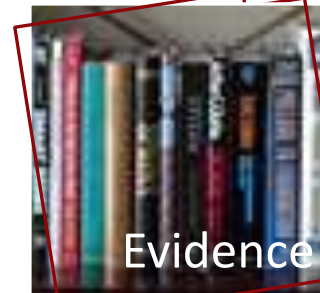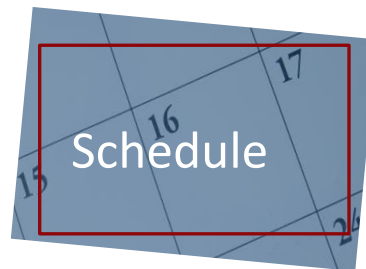
Hosting

Students

Remembering

Planning

Staff

Technology

Schedule

Evidence

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

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

Involvement and collaboration of all stakeholders

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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.

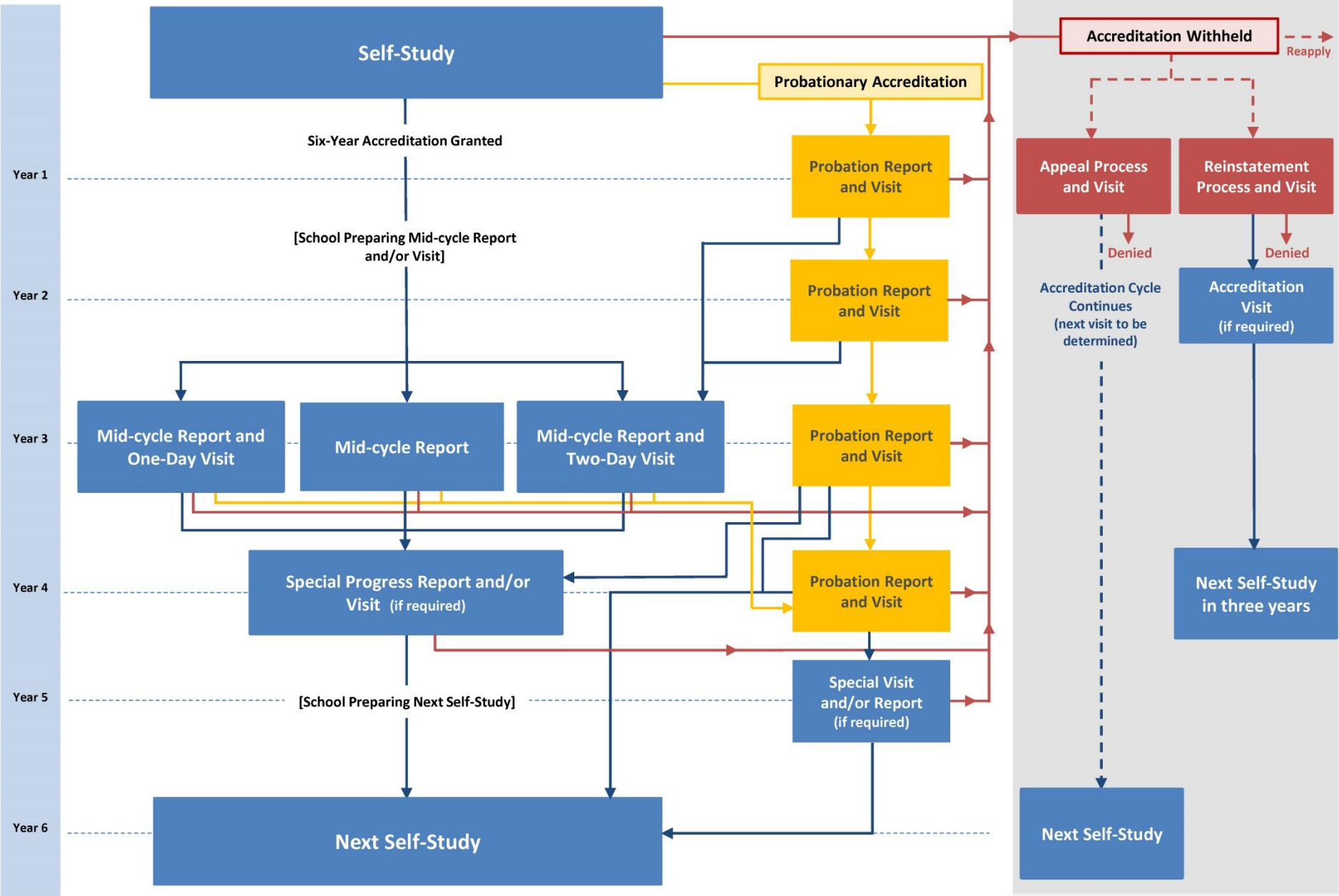**Provide the rationale for the accreditation status recommendation in the Justification Statement.**

☐ **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.

ACS WASC Accreditation Status Timeline

Self-Study

Probationary Accreditation

Accreditation Withheld → Reapply

Six-Year Accreditation Granted

Year 1

Probation Report and Visit

Appeal Process and Visit

Reinstatement Process and Visit

[School Preparing Mid-cycle Report and/or Visit]

Year 2

Probation Report and Visit

Denied

Denied

Accreditation Cycle Continues (next visit to be determined)

Accreditation Visit (if required)

Year 3

Mid-cycle Report and One-Day Visit

Mid-cycle Report

Mid-cycle Report and Two-Day Visit

Probation Report and Visit

Year 4

Special Progress Report and/or Visit (if required)

Probation Report and Visit

Next Self-Study in three years

Year 5

[School Preparing Next Self-Study]

Special Visit and/or Report (if required)

Year 6

Next Self-Study

Next Self-Study

LEGEND: Accredited: → Probationary Accreditation: → Accreditation Withheld: →

*A special visit and/or report may be required at any time in the accreditation cycle.

4/17

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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ACS

W **We**

A **Are**

S **Student**

C **Centered**