Years 1-3
Profile update, Progress report, Refinement of schoolwide action plan; Year 3 Potential one-or two-day review.

Year 4
Profile update, Progress report, Refinement of schoolwide action plan

Year 5
Review all profile data, Progress report, Self-study process, Refinement of schoolwide action plan

Year 6
Completion of self-study including refinement of schoolwide action plan; Full self-study visit, including further revision of schoolwide action plan after review of the Visiting Committee report
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
How do you pull all the ideas of things to do together
What should be the major sections of the Action Plan?

How do these reflect portions of our LCAP?

How are these aligned with the prioritized growth areas from the Focus Groups?
Action Plan

Goal is ONE plan for the school. If not, they should be reasonably congruent.
Self-Check Questions
Explain your self-study process to accomplish the outcomes of the self-study
Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
Data

Findings:
- Trends
- Irregularities
- Anomalies
Student/Community Profile Tells Your Story

SUMMARY

Data and the implications of the data

Important questions to be discussed by Focus Groups

Comment on the degree to which the students are achieving 1 OR 2 of the identified schoolwide learner outcomes
Schoolwide Learner Outcomes

Comment on the degree to which the students are achieving 1 OR 2 of the identified schoolwide learner outcomes.
Chapter II: 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
Capacity and Commitment to the Plan

Managing
Monitoring
Revising
Reporting
Celebrating
Chapter III: Implications of profile data

Implications of profile and progress data with respect to student performance

Identify two or three critical learner needs

List important questions to be answered by the Home and Focus Group work
Critical Student Learning Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students’ academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students’ motivation and/or interest
Critical Student Learning Needs

Never for all students

Centered around literacy, numeracy, and/or affect

Studied in Chapter 1 & IV

Supported by school’s goals and data

Reflected in Schoolwide Action Plan
Chapter III: Program Quality Analysis

Process
Home Groups

Professional Knowledge
Data
Observations
Surveys/Interviews
Student Work
Documents

Product
Focus Groups

Analytical response to criteria
Evidence References
Strengths
Key Areas for Follow-Up
ACS WASC CDE Criteria

- Organization
- Curriculum
- Instruction
- Assessment
- Culture & Support
- Resource Management & Development
Chapter III: 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?
Program and Focus Group Work

Analytical
Disaggregated
Honest
All students
Major conclusions
Gathering Information

Professional Knowledge

Classroom/Campus Observations

Student Work

Interviews and Surveys
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 & Prioritized Strengths

Identified & Prioritized Growth Areas
Chapter V: Action Plan

Goal is ONE plan for the school. If not, they should be reasonably congruent and aligned to the LCAP.

pp. 63-65
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
Harmony

Among ALL plans

ACS WASC suggested components
Thoughts about plans

Not everything needs to start at once.

The plan is neither inspiring nor compelling.

You can’t do good work on lots of things – likely just a few.

There’s a structure to manage and monitor the plan.

Plans are made to be adjusted.
How do school staff monitor implementation and accomplishment of the Schoolwide Action Plan?
Check

Enough input?

Relationship to schoolwide learner outcomes?

Relationship to critical learner needs?

Relationship to other plans?

General agreement?
The Visit

Staff, students, supporters

Accommodations, meals, and reimbursement

Schedule

Chairperson and VC Members

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
Meetings
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
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 Accreditation Status Determination Worksheet

### Accreditation status will be based upon a school demonstrating the following factors:

**The involvement and collaboration of stakeholders in the self-study that reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</em></td>
<td><em>All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</em></td>
<td><em>Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of critical learner needs and student data/information.</em></td>
<td><em>Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.</em></td>
</tr>
<tr>
<td><em>Critical learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC criteria.</em></td>
<td><em>Critical learner needs addressed to some degree in the evaluation of the school’s program and operations in relation to the ACS WASC criteria.</em></td>
<td><em>Partial involvement in addressing critical learner needs in the evaluation of the school’s program and operations in relation to the ACS WASC criteria.</em></td>
<td></td>
</tr>
<tr>
<td><em>Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</em></td>
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</table>

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations.**

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<td><em>Multiple measures show acceptable progress for all students based on the critical learner needs, the academic standards, and the schoolwide learner outcomes.</em></td>
<td><em>Multiple measures show growth targets being reached for some identified student subgroups based on the critical learner needs, the academic standards and the schoolwide learner outcomes.</em></td>
<td><em>Multiple measures show growth targets being reached for a limited number of student subgroups based on the critical learner needs, the academic standards, and the schoolwide learner outcomes.</em></td>
<td><em>Multiple measures show growth targets being reached by very few student subgroups based on the critical learner needs, the academic standards, and the schoolwide learner outcomes.</em></td>
</tr>
<tr>
<td><em>Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies.</em></td>
<td><em>Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies.</em></td>
<td><em>Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies.</em></td>
<td><em>Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies.</em></td>
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ACS WASC ©2019-20
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<tr>
<th>CATEGORY A: ORGANIZATION FOR STUDENT LEARNING</th>
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<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td><strong>A1. School Purpose that supports high achievement for all students.</strong>&lt;br&gt;Defining of the school's purpose through schoolwide learner outcomes and academic standards.</td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<td><strong>A2. Governance that supports high achievement for all students.</strong></td>
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<td><strong>A3 &amp; A4. School Leadership and Staff that support high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<td><strong>A5. School Environment that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<td><strong>A6. Reporting Student Progress that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<td><strong>A7. School Improvement Process that supports high achievement for all students.</strong></td>
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<tr>
<th>CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT</th>
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<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1. What Students Learn that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>B2. How Students Learn that supports high achievement for all students.</strong></td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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<tr>
<td><strong>B3. How Assessment Is Used that supports high achievement for all students.</strong>&lt;br&gt;The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</td>
<td>• Review the criterion and indicators in the Attachment before making a determination.</td>
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# Capacity and Commitment

| The alignment of a long-range schoolwide action to the school’s areas of greatest need to support high achievement of all students. | • Analysis of all appropriate data/information about critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan.  
• Strong focus on improving student achievement in each action plan section.  
• Clarity of each action plan section that includes suggested components. | • Analysis of some data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in the action plan.  
• Focus on improving student achievement in some action plan sections.  
• General clarity in some action plan sections that includes suggested components. | • Analysis of limited data/information about the critical learner needs and student achievement, school operation and program supports the identified growth areas in the schoolwide action plan.  
• Limited focus on improving student achievement in action plan sections.  
• Lack of clarity in action plan sections. | • Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas.  
• Little, if any, focus on improving student achievement in action plan sections.  
• Little clarity in action plan sections. |
| --- | --- | --- | --- | --- |
| The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement. | • Ongoing systemic improvement integral to school’s culture involving all stakeholders.  
• A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.  
• Impact of action plan progress on student learning analyzed, including critical learner needs.  
• Plan updated as needed.  
• Formal progress report prepared and shared with all stakeholders. | • Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.  
• Some review and analysis by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.  
• Some stakeholders involved in action plan update.  
• Informal process for involving and informing all stakeholders. | • Limited addressing of prior accreditation findings occurs.  
• Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.  
• Limited involvement of stakeholders in action plan update.  
• No formal or informal process regularly used to involve and inform stakeholders. | • Little, if any, addressing of prior accreditation findings. |
Accreditation Status Factors:
VC Recommendation & Commission Action

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

Is the school community doing everything possible to support high achievement for all its students?
ACS

We

W

We

A

Are

A

Are

S

Student

S

Student

C

Centered

C

Centered
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