Office Hours

ACS WASC
California Public Schools 2019-20
Today’s Agenda

Your questions
Your worries
Your successes
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?
Goal is ONE plan for the school. If not, they should be reasonably congruent and aligned to the LCAP.
Preface

Explain your self-study process to accomplish the outcomes of the self-study
Chapter I: 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 II: School Profile

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

Findings:
Trends
Irregularities
Anomalies
Schoolwide Learner Outcomes

Comment on the degree to which the students are achieving 1 OR 2 of the identified schoolwide learner outcomes
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
Preliminary
Critical Student Learning Needs

Student centered—focused on student not activities

Generally related to literacy, numeracy, and/or affect

Studied in Chapter II & IV

Supported by school’s goals and data

Reflected in Schoolwide Action Plan/LCAP
Student/Community Profile Tells Your Story

SUMMARY
Data and the implications of the data including achievement of all Schoolwide Learner Outcomes

Identify 2-3 critical student learning needs

Important questions to be discussed by Focus Groups

2017 ACS WASC/CDE Manual p. 47+
Chapter III: Program Quality Analysis

**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
ACS WASC CDE Criteria

Organization

Assessment

Curriculum

Culture & Support

Instruction
Chapter III: Program Quality Analysis

**Process**
- Home Groups

**Product**
- Focus Groups

**Professional Knowledge**
- Data
- Observations
- Surveys/Interviews
- Student Work
- Documents

**Analytical response to criteria**
- Evidence References
- Strengths
- Key Areas for Follow-Up
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 IV: Summary

Critical Student Learning Needs

Based on discussion, analysis, and evaluation, what are the critical learning needs?
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

Single Plan for Student Achievement

Portions of the district LCAP that apply

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?

- What?
- Who?
- How well have we done?
- Why?
- How?
Check

- Enough input?
- Relationship to schoolwide learner outcomes?
- Relationship to critical learner needs?
- Relationship to district LCAP?
- General agreement?
The Visit

Staff, students, supporters

Accommodations and meals + reimbursement

Schedule

Chairperson and VC Members

Technology

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• 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/CDE Accreditation Status Determination Worksheet**

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

**Directions**
1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an “X” for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC/CDE criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the Visiting Committee’s findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official “Documentation and Justification Statement.”
   - **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
   - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
   - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
   - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

<table>
<thead>
<tr>
<th>Accreditation status will be based upon a school demonstrating the following factors:</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
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<tr>
<td><strong>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</strong></td>
<td>• All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>• All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>• 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.</td>
<td>• Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.</td>
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<td>• 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/CDE criteria.</td>
<td>• Critical learner needs addressed to some degree in the evaluation of the school’s program and operations in relation to the ACS WASC/CDE criteria.</td>
<td>• Partial involvement in addressing critical learner needs in the evaluation of the school’s program and operations in relation to the ACS WASC/CDE criteria.</td>
<td>• Lack of involvement in evaluating the school’s program and operations related to critical learner needs and the ACS WASC/CDE criteria.</td>
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<td>• Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</td>
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<td><strong>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</strong></td>
<td>• Ongoing systemic improvement integral to school culture involving all stakeholders.</td>
<td>• Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.</td>
<td>• Limited addressing of prior accreditation findings occurs.</td>
<td>• Little, if any, addressing of prior accreditation findings by leadership and other stakeholders.</td>
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<td>• A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.</td>
<td>• A review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>• Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
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<td></td>
<td>• Impact of action plan progress on student learning analyzed, including critical learner needs.</td>
<td>• Some stakeholders involved in action plan update.</td>
<td>• Some stakeholders involved in action plan update.</td>
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<td></td>
<td>• Plan updated as needed.</td>
<td>• Informal process for involving and informing all stakeholders.</td>
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<td>• Formal progress report prepared and shared with all stakeholders.</td>
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<td>The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.</td>
<td>• Analysis of all appropriate data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan.</td>
<td>• Analysis of some data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan.</td>
<td>• Analysis of limited data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the schoolwide action plan.</td>
<td>• Analysis of little, if any, data/information about the critical learner needs and student achievement and program supports the identified prioritized growth areas.</td>
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<td>• Strong focus on improving student achievement in each action plan section.</td>
<td>• Focus on improving student achievement in some action plan sections.</td>
<td>• Limited focus on improving student achievement in action plan sections.</td>
<td>• Little, if any, focus on improving student achievement in action plan sections.</td>
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<td>• Clarity of each action plan section that includes suggested components.</td>
<td>• General clarity in some action plan sections that includes suggested components.</td>
<td>• Lack of clarity in action plan sections.</td>
<td>• Little clarity in action plan sections.</td>
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<td>The capacity to implement and monitor the schoolwide action plan.</td>
<td>• Process that includes both formative and summative evaluation in place.</td>
<td>• Process includes some formative evaluation but focus is mainly summative.</td>
<td>• Limited understanding by school administrative and instructional staff about the need for implementation.</td>
<td>• Process of implementation not clarified as to who and what will be accomplished.</td>
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<td>• Plan developed collaboratively.</td>
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<td>• Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders.</td>
<td>• Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders.</td>
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<td>• All stakeholders aware and consent to be involved in implementation.</td>
<td>• General awareness and consent to be involved in implementation.</td>
<td>• School staff and periodically other stakeholders informed of action plan progress.</td>
<td>• Actions may be evaluated in terms of student achievement and other factors.</td>
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<td>• Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders.</td>
<td>• Plan evaluated annually.</td>
<td>• Evaluation results used to identify priorities and further actions for improvement.</td>
<td>• Evaluation results used to identify further actions for improvement.</td>
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An action plan that makes sense in light of student needs
The capacity to implement and monitor the schoolwide action plan
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?
Centered Student Are We
Sylvia Taylor
staylor@accswasc.org
650.235.8621

Elizabeth Oberreiter
San Diego Office
950.693.2550

Joanne Cacicedo
Burlingame Office
650.696-1060

California Department of Education
www.cde.gov