ACS WASC
Postsecondary Schools

Part 3 of 3 for
2015 Schools

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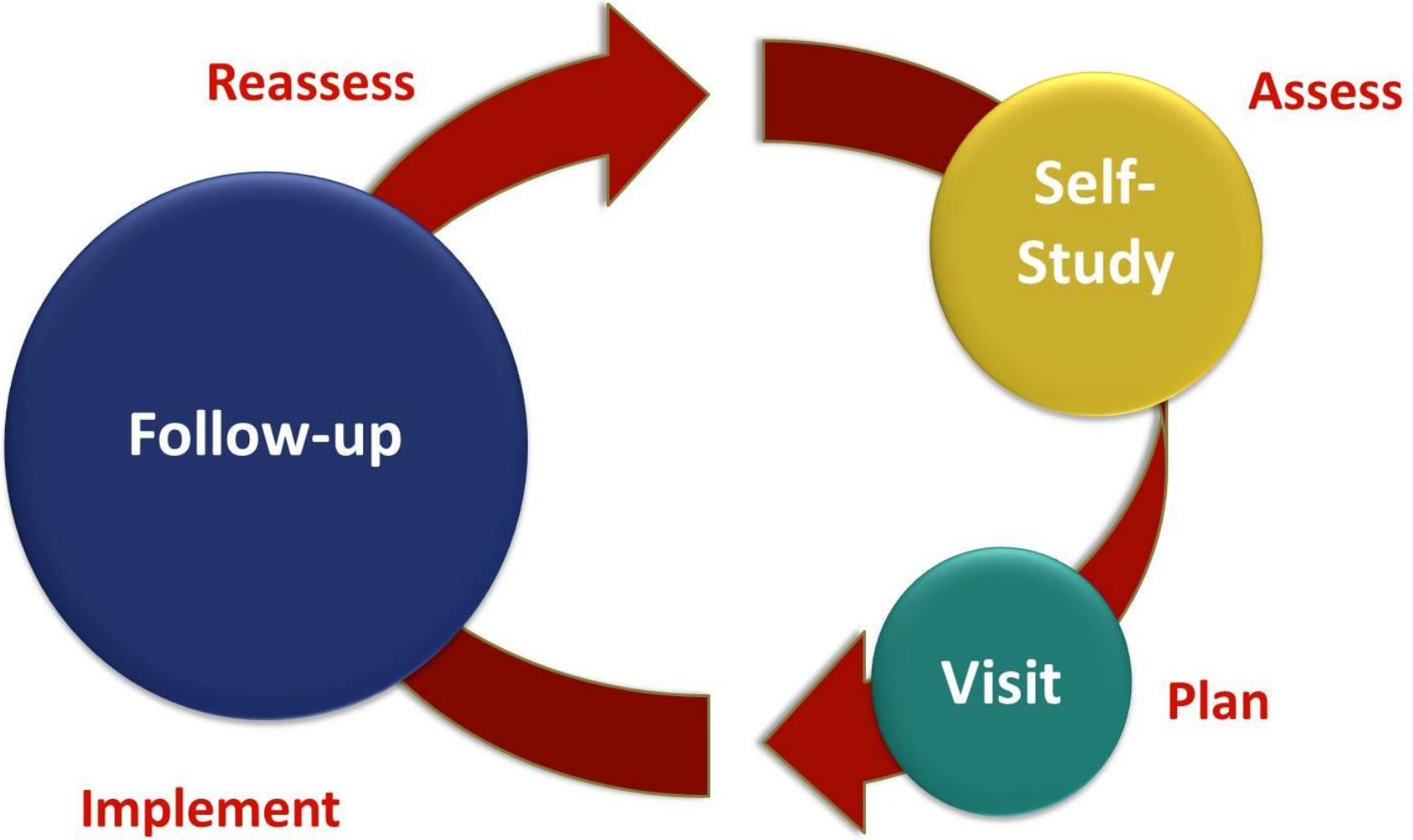
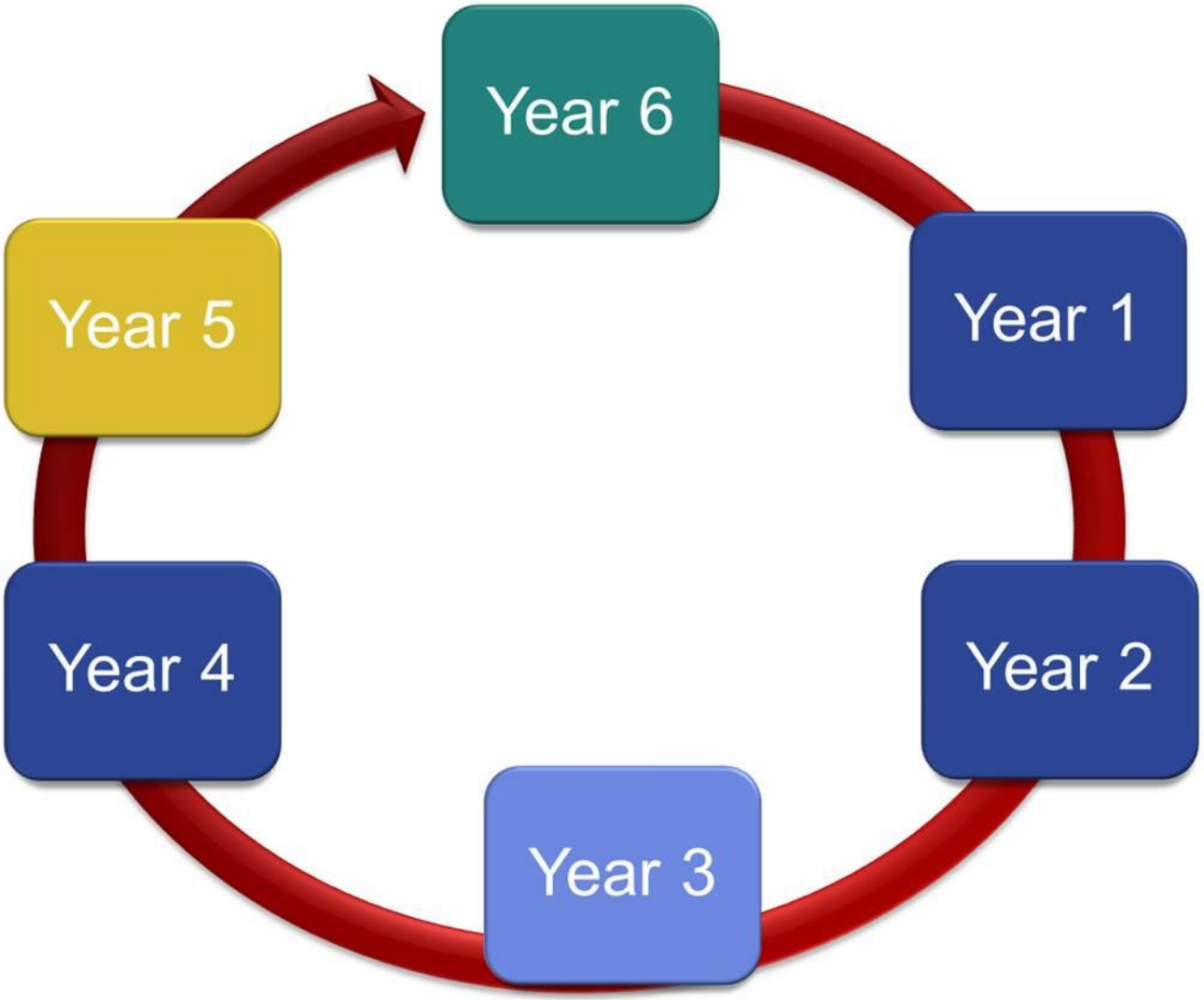
ACS WASC FOL Accreditation Cycle



ACS WASC FOL Accreditation Cycle



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Outcomes of Self-Study Process

Agenda

Chapter IV: Action Plan

Chapters I-III

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 key issue
- Rationale for key issue
- Schoolwide Learner Outcomes addressed
- Ways of assessing progress, including
- 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 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?

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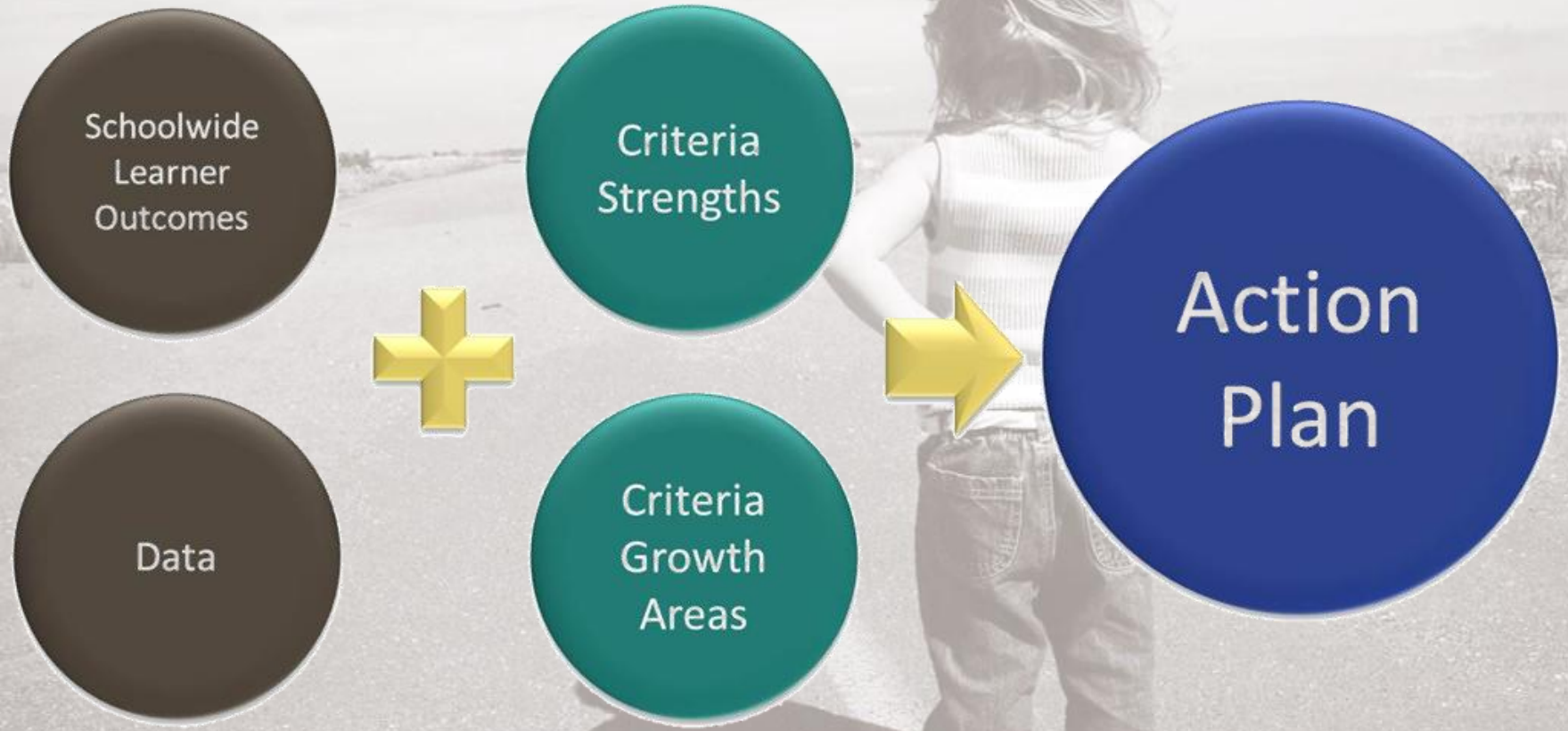
Road to the Action Plan



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

- Schoolwide learner outcomes?
- Identified growth areas?
- District/organizational plans?

Realistically will each Action Plan section impact student achievement?

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?

VC Schoolwide Major Key Issues

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

5 minute break

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Agenda

Chapter IV: Action Plan

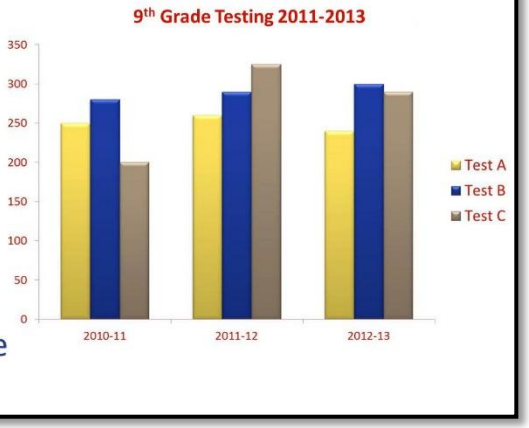
Chapters I-III

Visit and Status

Chapter I

School description and accreditation history

- ITBS
- IB
- ERB
- MAPS
- SAT
- AP tests
- Graduation rate



Outcome, Process, and Perception Data

Findings

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Chapter I: Self-Check Questions

Chapter II: Progress Report

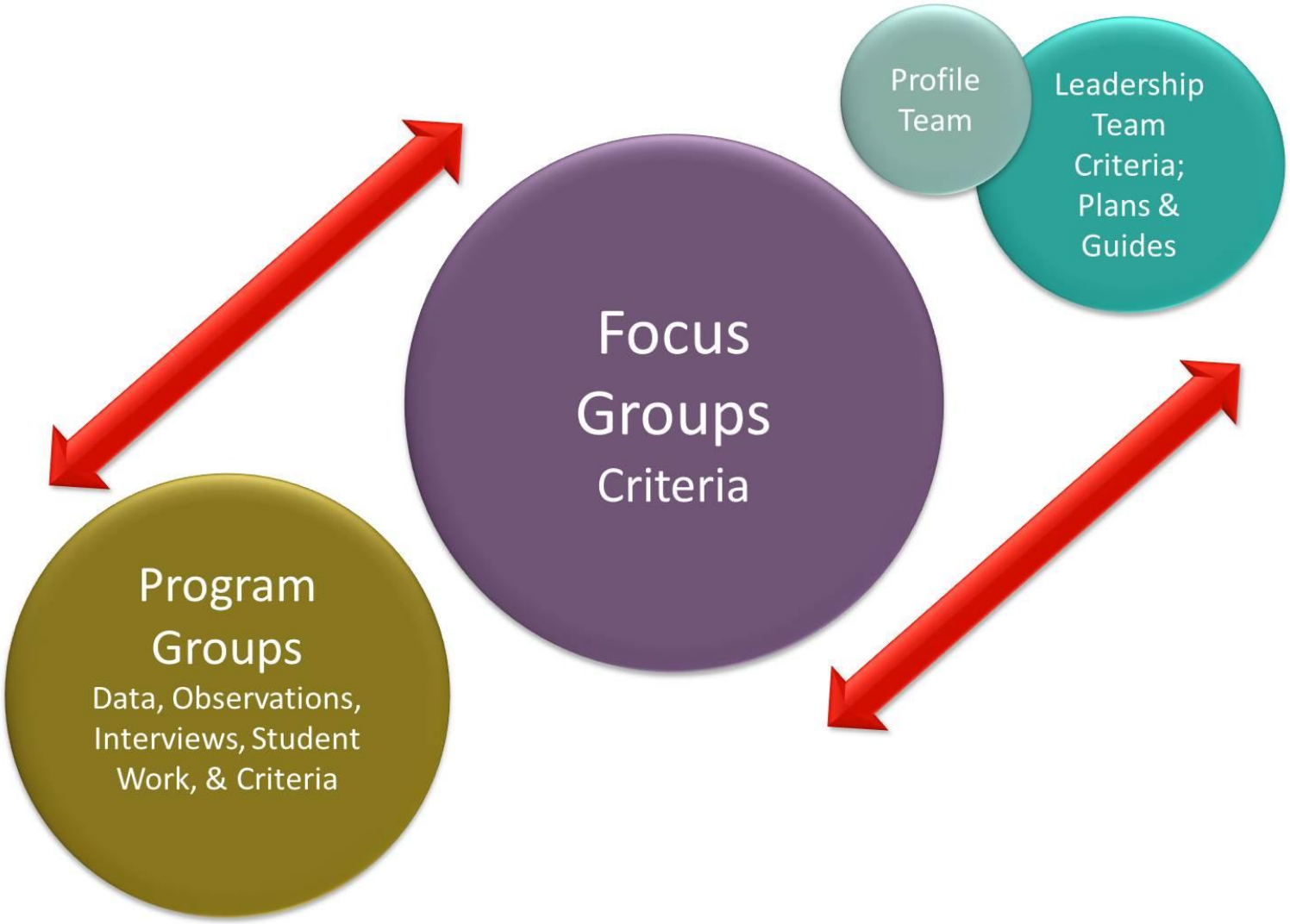
1. Significant Developments

2. Implementing and Managing the Plan

3. Report on Plan including Growth Targets; Key Activities linking to Schoolwide Areas for Follow-Up; Additions/ Deletion; Show success in addressing issues raised by Visiting Committees

Chapter II: Self-Check Questions

Chapter III


Profile Team
Leadership Team Criteria; Plans & Guides
Focus Groups
Criteria
Program Groups
Data, Observations, Interviews, Student Work, & Criteria

Chapter III: Criteria Response

Process

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

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

Levels of Criteria Responses

General

All students

Differentiated

Programs, Departments

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Chapter III: Self-Check Questions

5 minute break

Agenda

Chapter IV: Action Plan

Chapters I-III

Visit and Status

Chairperson/Coach

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The Visit: Committee Members

Preparing for the Visit

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Schedule/Activities

Daily feedback meetings between Visiting Committee members and school leaders

Classroom/campus observations

Informal interviews

Meetings with Leadership Team, Focus Groups, and others

Daily meeting of VC Chair and principal

VC report editing/reviewing

VC Report

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

What accreditation status best supports the school's improvement needs?

Accreditation Status

- **Six-Year Accreditation Status**

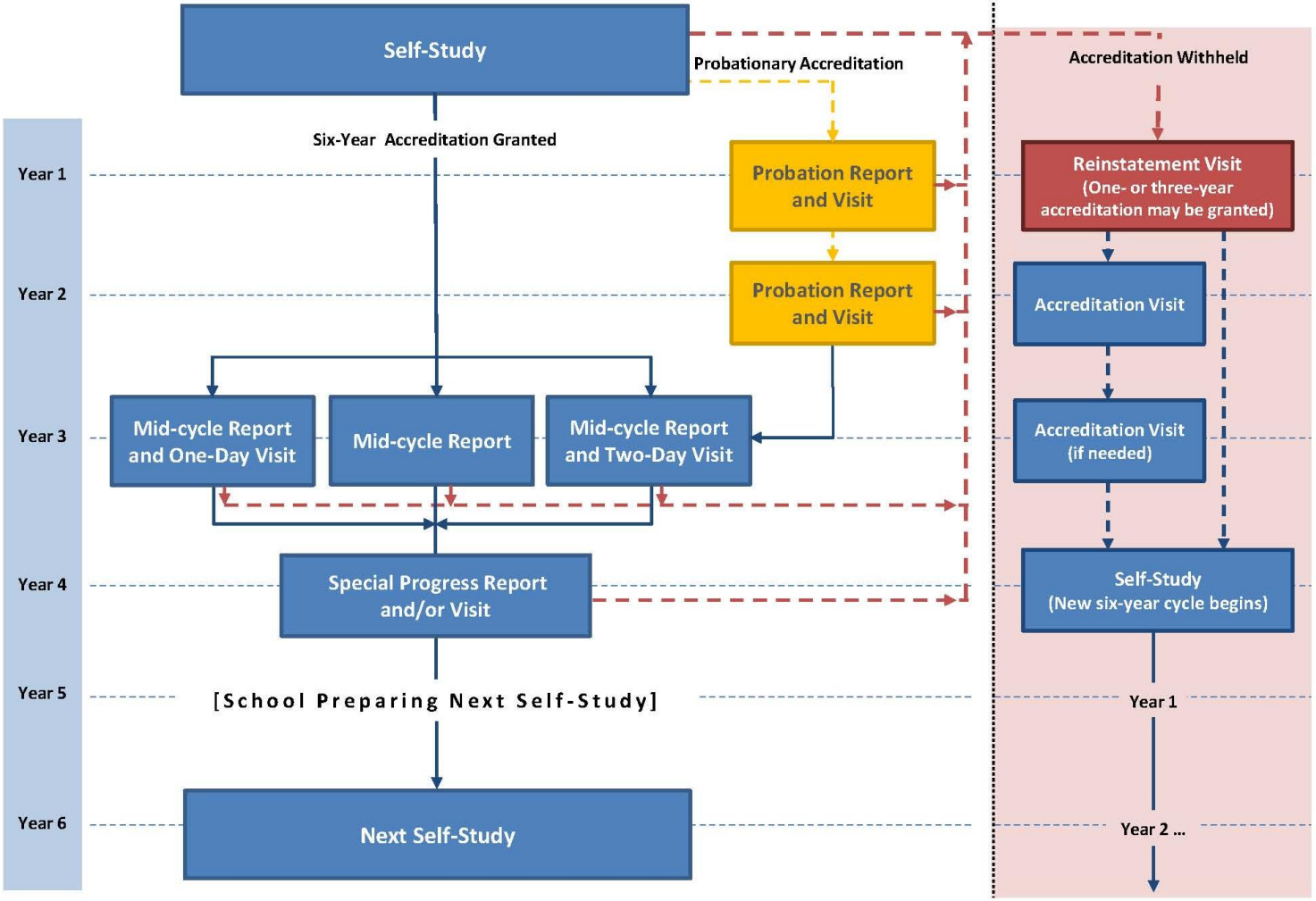
  Progress Report at mid-cycle

  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 Timeline



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.

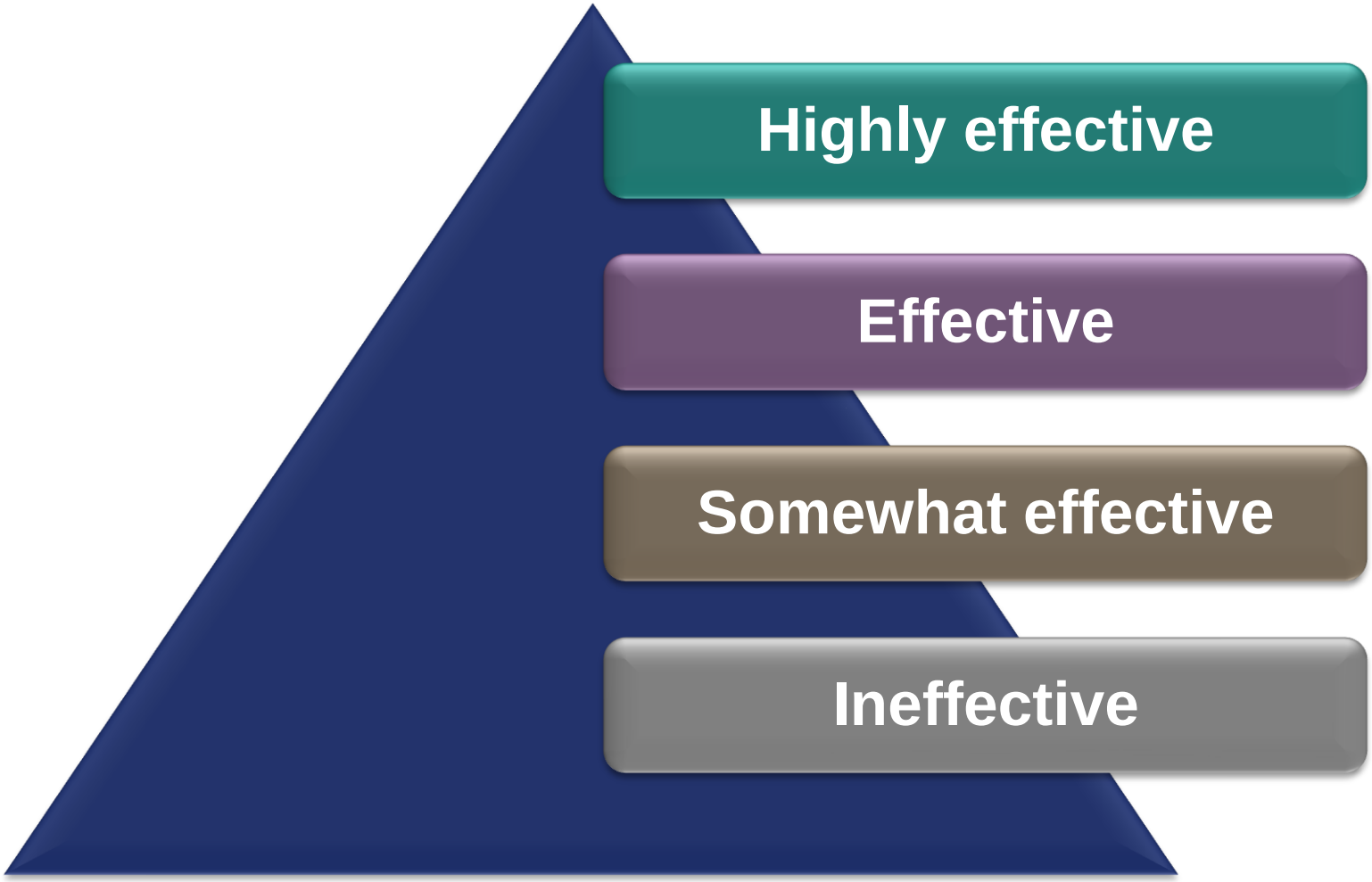
☐ **Accreditation Status Withheld**: There is compelling evidence that the school does not meet the **WASC criteria/indicators and other accreditation factors** and *deviates significantly in several areas* that impact student learning and well-being, the school's program, and supporting operations.

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 Factors:
VC Recommendation & Commission Action



How well are the students achieving?

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

W We

A Are

S Student

C Centered

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