

PANTHERS

UNIVERSITY PREPARATORY SCHOOL

WASC Orientation: Staff, School Board, Students, Parents



Objective: Provide an overview of the WASC process. Clarify the role of WASC, what its role is and is *not*.

- Why Accreditation
- Guiding Principles (8) that Enable a School to Demonstrate...
- Accreditation Cycle
- Self-study: Continuous Improvement Process
 - ◆ Self Study Layout
 - ◆ Indicators, Evidences, Suggested Areas to Analyze
- Working Together - Role of...
 - ◆ WASC Leadership Team
 - ◆ Focus Groups
 - ◆ Home Groups
- Importance of Vision, Mission, and Data Analysis
- Today's Task

Through the lens of WASC...Why Accreditation?



Without it, we essentially can't exist.

- ★ Certifies to the public that the school is a **trustworthy** for student learning in a global society
- ★ Validates **integrity of a school's program and transcripts worldwide for university acceptance**
- ★ Fosters ongoing **improvement to support everyone's learning**
- ★ Provides valuable insight from educators visiting from other schools
- ★ Assists schools in **establishing priority areas for improvement**

It's a great opportunity to look more deeply at student outcomes, to shape goals through stakeholder influence, and enable U-Prep to increase its capacity for continued student success.

Guiding Principles

Enable a school to demonstrate...

- Involvement and collaboration of stakeholders
- Culture that nurtures and supports the well-being of all students.



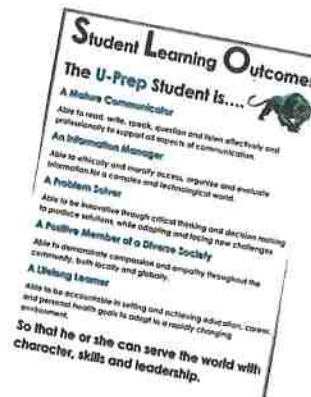
Guiding Principles

Enable a school to demonstrate...

- Accomplishment of its vision, mission, and SLOs
- High achievement of all students in relation to SLOs and academic standards

SLOs meet these criteria:

- Global
- Interdisciplinary
- Attainable by all students
- Able to be assessed



Guiding Principles

Enable a school to demonstrate...

- Use of multiple ways to analyze data about achievement including perceptual data such as surveys/interviews, student work, observing students engaged in learning
- Evaluation of program effectiveness in relation to impact on SLOs, learner needs, academic standards, and meeting WASC criteria



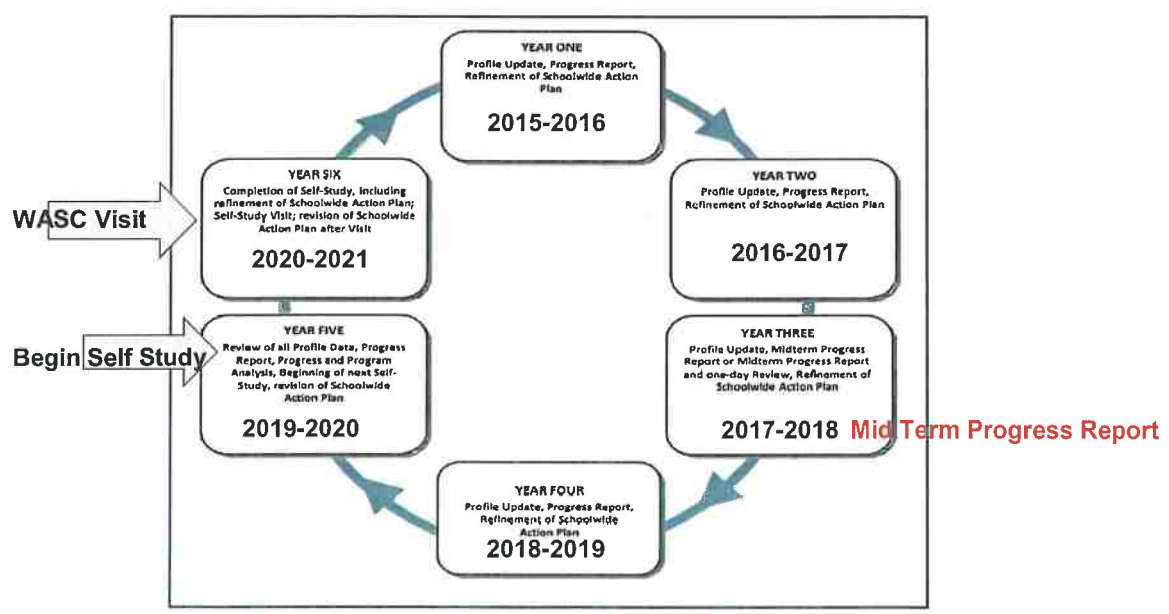
Guiding Principles

Enable a school to demonstrate...

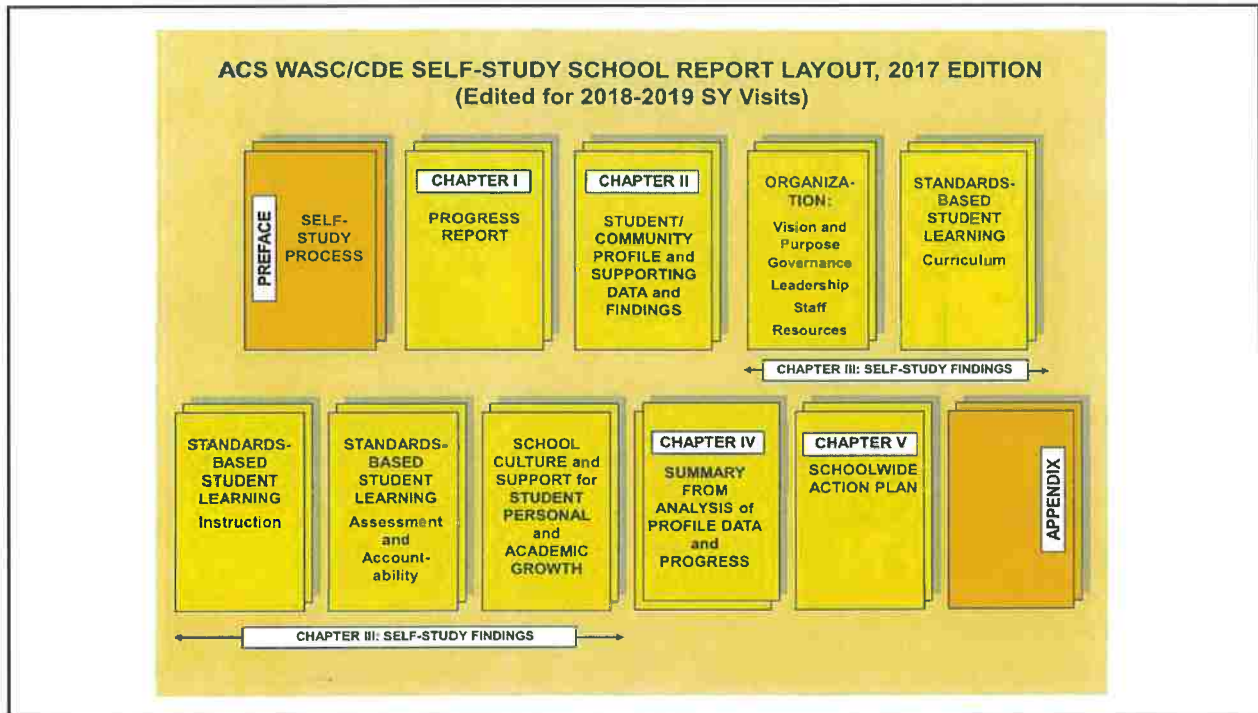
- Alignment of self-study findings to schoolwide action plan
- Ongoing improvement and accountability

Goal #5: TO MAINTAIN AND PROTECT U-PREP'S SMALL SCHOOL CULTURE OF CONTINUOUS IMPROVEMENT TO FULFILL OUR FOUR PROMISES.

FORM	RESPONSIBLE PERSONNEL	RESOURCES	TIMELINE	MEASURES ASSESSED & REPORTED
<p>• Review U-Prep's school, key processes and programs. Communicate and distribute to stakeholders.</p> <p>• Update "Campus-wide" and "Department/Division-wide" Self-Study reports, including "achievements" and "areas for improvement" and ensure the standards and objectives are met. Review and update the standards and objectives. (SCHOOLWIDE SELF-STUDY)</p>	Administration Staff	Lot of resources, Self-Determination	Jul 2019	Special Education, U-Prep, Academic, Student Body
<p>• Communicate "Campus-wide" key processes and programs to all stakeholders.</p> <p>• Implement regular review of Campuses key to the school and school-wide.</p> <p>• Annually review progress of Quality Review, Organizational Review components, and "Schoolwide" progress, use of resources, including key goals, and school-wide progress. (SCHOOLWIDE SELF-STUDY)</p>	Administration, Teachers, Office Staff	U-Prep, Vision, Information, Policy, Action Plan, School Board, Student Body, Teachers	Jul 2019	Self-Study, Schoolwide, Academic, Student Body, Teachers, Parent, Community
<p>• Implement a U-Prep Profiles school app, connect to schoolwide data, and ensure all systems are connected to school systems and accessible to all stakeholders. Promote the school app through school activities, parent nights, meetings.</p> <p>• Annual evaluation of school systems.</p> <p>• Expand ability offering to allow for increased access to school information, including school-wide progress. (SCHOOLWIDE SELF-STUDY)</p>	Administration, Teachers, Office Staff	Self-Study, Schoolwide, Academic, Student Body, Teachers	Jul 2019	Self-Study, Schoolwide, Academic, Student Body, Teachers, Parent, Community



ACS WASC Accreditation Cycle of Quality

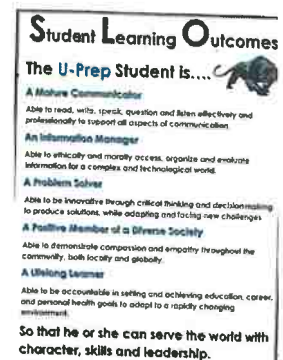


WASC: Continuous school improvement process

- Self-Study: In-depth look at what currently exists and what needs to be improved in relation to student learning and school programs.
- Focus is on student success in meeting the Schoolwide Learner Outcomes and academic standards.

The process requires us to ask and answer these two essential questions:

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



Self-study process uses a single set of research-based criteria from to develop an action plans in 5 domains.

- 1) Organization, Purpose & Vision
- 2) Curriculum
- 3) Instruction
- 4) Assessment
- 5) Culture

Action Plans: Derived from the process of gathering/reviewing evidence, defining areas of growth based on criterion. Action Plans serve as the basis for the LCAP.



Importance of a School's Vision & Mission

- Provide the foundation for establishing the SLOs

Importance of Data Analysis

- Self-study revolves around an in-depth gathering of qualitative and quantitative data that enables stakeholders to take a deeper look at:
 - Student learner needs
 - Schoolwide learner outcomes
 - Formative and summative assessments of standards
 - Effectiveness of program based on criteria



Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings Supporting Evidence

What evidence could be linked to this Indicator?

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- A description of the variety of programs available to all students
- The extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic college and career and/or other educational options
- The extent to which parents, students, and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals
- The extent to which the student population and school community influences curriculum offerings and choice and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- The extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students



Everyone Works Together

