

# Making Waves Academy

## WASC Self Study

December 12<sup>th</sup>, 2019





# What is the self study?

- Review progress on schoolwide action plan from previous self study
- Refine Student/Community Profile
- Clarify schoolwide learner outcomes
- Identify major student learning needs
- Analyze the quality of all students' learning, the programs and processes based on ACS WASC/CDE criteria
- Revise the schoolwide action plan and monitoring process

# WASC Status



The Self Study **will come to the MWA board for review on February 6th** and not in December as initially planned.

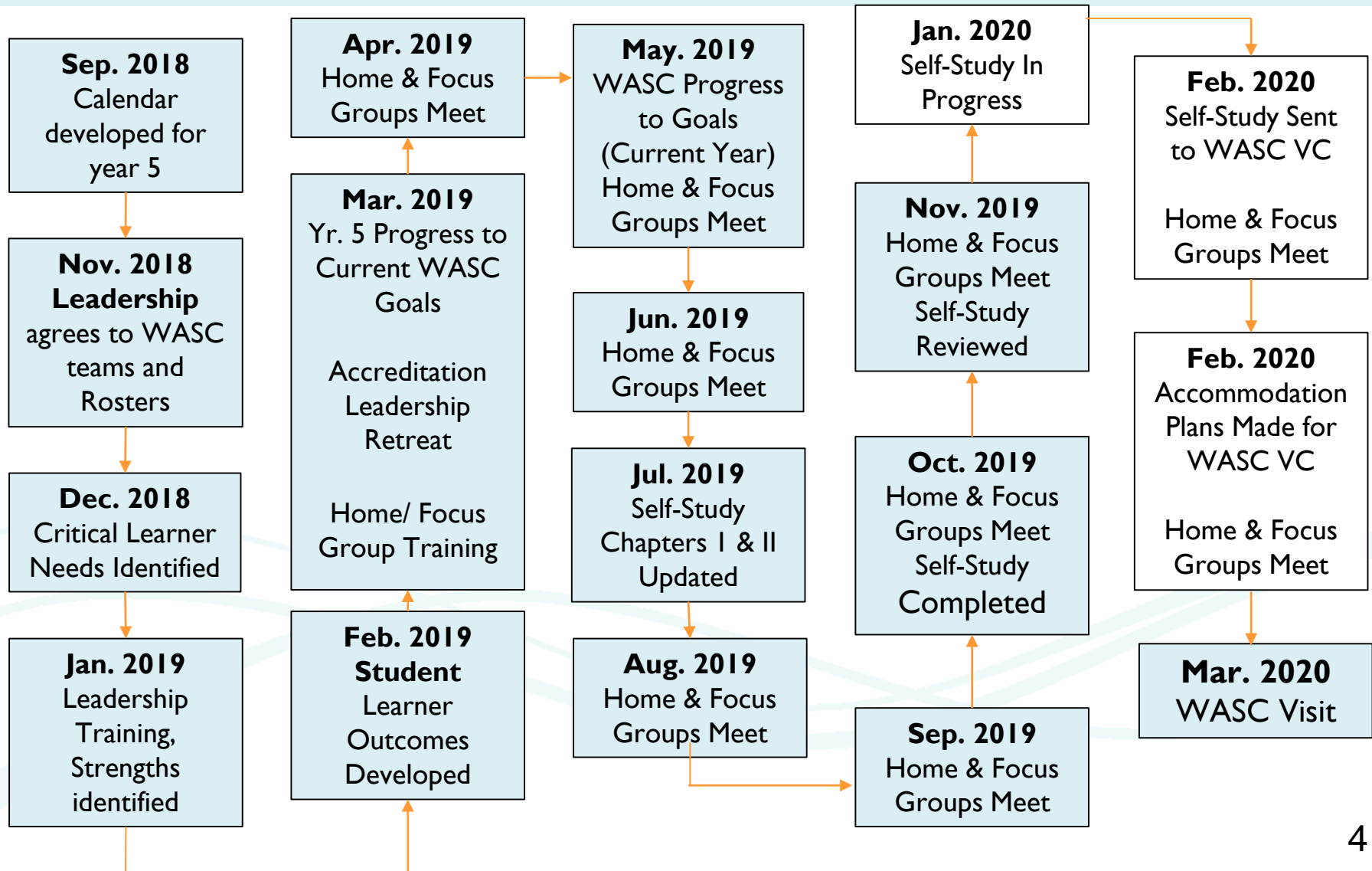
**Why?** Chapter 3 needs more work before the Board reviews it. Information on required updates will go to chairs/writers in December.

## Updated Timeline

Due to the shift in the Self Study dates and staffing, **we are re-working the overall WASC timeline** to ensure that all governing bodies and stakeholders have ample opportunity to review the Self Study and Action Plan.

Chief of Staff is working with School Site Council officers to ensure compliance.

# Updated Timeline



# Draft WASC Goals



## 1. Support for All Learners

*Develop and refine vertically-aligned programs to support all learners.*



## 2. College and Career Readiness

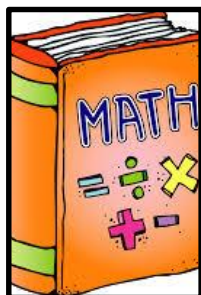
*Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.*



## 3. Diversity, Equity, and Inclusion

*Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.*

# Identified Major Student Learner Needs (Greatest Needs)



## Mathematics

- African American (Orange)
- Hispanic
- English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities



## Chronic Absenteeism

- African American
- Hispanic
- English Learners
- Socioeconomically Disadvantaged



## Suspension Rates

- African American (Red)
- Students with Disabilities (Red)
- English Learners (Orange)



## Graduation Rates

- Dig into individual subgroups and look into the 12<sup>th</sup> through 15<sup>th</sup> waves
- Look at college persistence/ readiness



# Identified Strengths

The strengths identified benefit all MWA students from an equitable lens, can be supported by findings and are related to the five category areas such as: Organization, Curriculum, Instruction, Assessment and Accountability and Culture. These strengths were identified and agreed upon by MWA leadership using data available.

- **Safe Environment**
- **Focus on College Readiness and Graduation as an anchor for vertical alignment**
- **Data informed systems and practices**
- **Responsive to changing needs**



# Student Learner Outcomes

SLO's identify what each student at MWA should know, understand and be able to do upon graduation from the school, or by the time the student completes the planned program in order to be globally competent. These SLOs have been evaluated, revised, and agreed upon by leadership as well as shared with the larger MWA community. They are known as the 3 Cs!

<b>College-Ready Rigor</b>	<b>Critical Consciousness</b>	<b>Collaboration</b>
<p>Wake-Makers think, read, write, speak, and listen like scholars (for example: historians, literary critics, mathematicians, scientists, linguists, artists, and athletes) by:</p> <ul style="list-style-type: none"><li>• Practicing the practical application of real-world skills while engaging in all current content standards</li></ul>	<p>Wave-Makers are agents of change who demonstrate the ability to engage with multiple perspectives through learning, questioning, reflecting and participating in meaning-making by:</p> <ul style="list-style-type: none"><li>• Asking questions to make meaning</li><li>• Giving and receiving feedback</li><li>• Explaining rationale</li><li>• Learning through reflection and problem solving</li></ul>	<p>Wake-Makers work together to create joint products, cooperatively solve problems, and build an understanding of a topic while practicing key skills to develop proficiency and learn from peers by:</p> <ul style="list-style-type: none"><li>• Engaging with skills, habits, and content through multiple opportunities for discussion</li><li>• Learning from error</li><li>• Reflecting on data</li></ul>



# Key Milestones Coming Up



Date	Action
September 4 <sup>th</sup>	<del>“WASC Wednesdays” – Home Groups reconvene</del>
Week of September 2 <sup>nd</sup>	<del>Chapter I – Progress Report is sent to WASC Executive Team for review</del>
September 30 <sup>th</sup>	<del>Chapter II – Community Profile Draft complete and sent to board for review</del>
October	<del>Focus groups begin writing Chapter III</del>
October 23 <sup>rd</sup>	<del>Site Based Leadership Team completes Pt. 2 of WASC training on “Preparing for the visit”</del>
December/January	Chapter III and IV go to WASC Executive Team for review
December/January	Chapter V goes to WASC Executive Team for review
January 7 <sup>th</sup>	Accreditation Leadership Team prepare for the visit
January Date TBD	SSC Stakeholder Feedback Session
January 31	Self-Study final draft presented to Board for approval
February 7 <sup>th</sup>	Self-Study report sent to members of WASC Visiting Committee
February	MWA Community prepare for the visit
March 8 <sup>th</sup> – 11 <sup>th</sup>	WASC Visit

# Questions



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