



## A Year of Reflection in Review



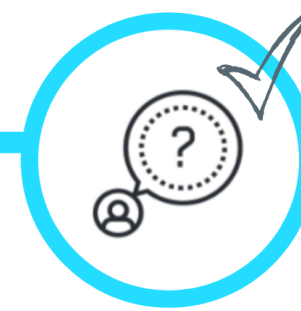
*Learn. Graduate. Give Back.*

# WASC at MWA in review...



## *Reflection*

Starting in 2018, the community engaged in a year of learning and reflection.



## *Assessment*

We asked ourselves, how are our students doing and how do we know?



## *Feedback*

We are hosting a group of critical friends also known as the Visiting Committee March 8th-11th to give us feedback.



## *Writing*

We captured all of our findings in a report called the WASC Self-Study.



## *Developing*

We used our responses to develop our new goals, to identify our greatest needs, and our greatest strengths.

# Approved WASC Goals



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



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



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

# Approved Student Learner Outcomes

## College-Ready Rigor

Wake-Makers think, read, write, speak, and listen like scholars (for example: historians, literary critics, mathematicians, scientists, linguists, artists, and athletes) by:

- Practicing the practical application of real-world skills while engaging in all current content standards

## Critical Consciousness

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:

- Asking questions to make meaning
- Giving and receiving feedback
- Explaining rationale
- Learning through reflection and problem solving

## Collaboration

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:

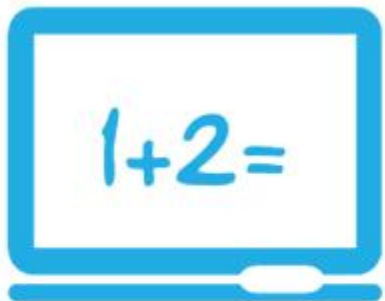
- Engaging with skills, habits, and content through multiple opportunities for discussion
- Learning from error
- Reflecting on data

# Approved Major Student Learner Needs

The following student learner needs are centered around the needs of state-identified 'student subgroups' such as:

- African American
- Hispanic
- English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities

The needs were identified by reviewing our CA Dashboard results and they were supported by our findings.



Math



Chronic Absenteeism



Suspension Rates



Graduation Rates

# Additional Areas of Growth Identified by the Visiting Committee

1. Math curriculum is not congruent with CCSS as evidenced by SBAC scores. Access to data and student learner outcomes need to be increased. Standards-based grading practices need to be implemented. AP passing rates are in need of improvement.
2. Expansion of CTE pathway programs and AP offerings is needed to further support college and career readiness.
3. The lack of fidelity for data-informed instruction observed throughout humanities classroom spaces, it is recommended that MWA proactively respond to the assessment data provided. As self-identified in the self-study, the school desires to ground itself in an “instructional philosophy and approach to better align our practices with math instruction”.
4. The school should also ensure that its grading practices reflect the rigor of the state standards and expectations of statewide assessments.
5. An area of growth for school culture and support for student personal and academic growth is the establishment of an on-site interpreter, whose sole purpose is to support the school with correspondence between families.

# Strengths Identified by MWA

Identified strengths benefit all 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.

We identified the following as strengths of MWA:

- **Safe Environment**
- **Focus on College Readiness and Graduation**
- **Data-Informed Systems**
- **Responsive to changing needs**

# Additional Strengths Identified by the Visiting Committee

1. Students, parents, teachers and support staff are aligned with the mission and vision of the school.
2. The schools facilities are exceptional and well suited for student learning.
3. Curriculum is aligned to the UCOP A-G requirements and career-readiness standards which includes AP course offerings, a CTE Health pathway and online course offerings.
4. MWA offers a variety of programs which include the College and Career Center, college visits/tours, SAT/ACT prep, paid PSAT, SAT, ACT and AP exams, up to 8 paid college application fees, scholarships, open access for all AP courses, student/parent conferences for individual learning planning and an annual Case Study and College Fair. Students are supported by parent/family outreach, College and Alumni program (CAP) collaboration, partnerships with local businesses, community resources and community guest speakers.
5. The implementation of an inclusion model that considers the “race, gender, academic achievement, ELD and IEP status” of all students as they are placed in each classroom roster.
6. The school provides adequate work space for students to engage in individual and group activities.
7. The data practices are very strong with regular meetings taking place between the data team, curriculum teams and teachers.
8. The MWA community collectively strives to establish a strong school culture and systems of support that will ultimately promote academic success of all students.

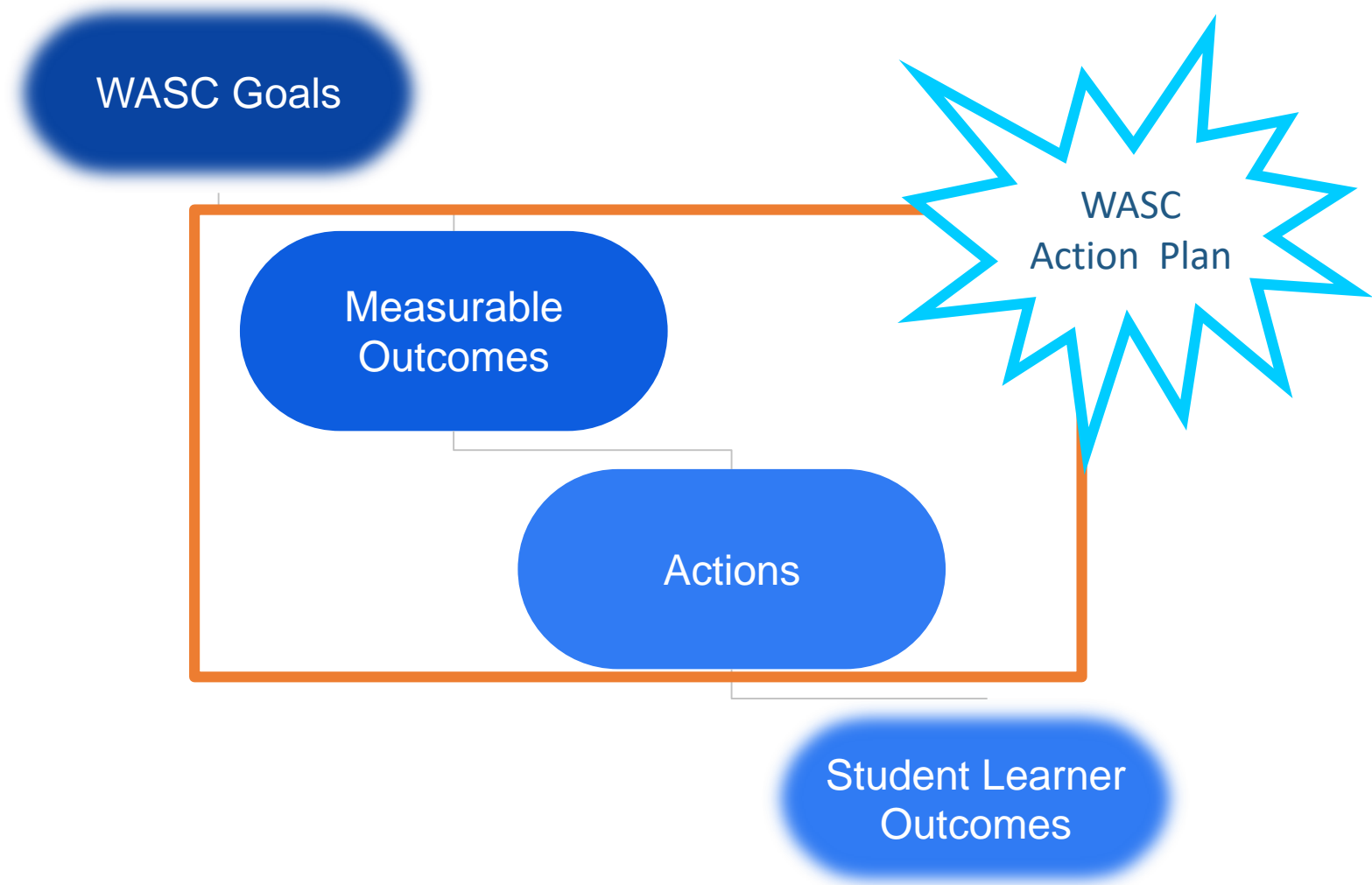


# WASC & LCAP Merge

We received approval to merge our LCAP and our WASC Action Plan! We are part of a small group of CA schools who have done this successfully. The committee found our Action Plan to be “adequate and ambitious”.

## Why does this matter?

In previous years, the school was required to have both an LCAP and an Action Plan, each plan was being monitored and evaluated. Combining them into one plan creates more efficiency and allows for more alignment.



# Next Steps

The visiting committee has submitted their final report, included in the board packet, to WASC for review. We anticipate confirmation of our accreditation term in early summer.

The school will begin review of the final report and initiate planning for implementation and evaluation.

# Questions & Discussion



*Learn. Graduate. Give Back.*