



WASC Committee Mtg. - Spring 2024

Presenter(s): A. Nelson & T. Jackson
Date: May 20, 2024



Learn. Graduate. Give Back.

Agenda

1. Orientation
2. WASC Report
3. School Report
4. Future Approach



WASC Accreditation Timeline

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<p>Year 6 Full-Cycle Review</p> <p>MAR - completed review</p> <p>MAR - School closure due to COVID</p>	<p>Year 1 New WASC Plan</p> <p>Full year school closure</p> <p>Fully remote school</p> <p>Align WASC/LCAP</p>	<p>Year 2</p> <p>Back on site</p> <p>High staff turnover</p> <p>Align WASC/SPSA</p>	<p>Year 3 (Mid-Cycle Review)</p> <p>Completed review</p> <p><u>New leadership structure and leaders</u> (APs & Deans)</p>	<p>Year 4</p> <p>New Principal started (T. Jackson)</p> <p>Curricular access & fidelity monitoring</p>	<p>Year 5</p> <p><u>Charter term ends</u></p> <p>Submission of charter petition for renewal in the fall of 2024</p>

Orientation to the Reports

MWA End-of-Year WASC School Progress Report 2023-24

- MWA leadership drawing input from staff to reflect on progress

MWA LCAP/WASC Three Year Goals Report

- Orientation to new integrated LCAP/WASC three-year goals

Making Waves Summary-Mid-cycle-Visit Committee Report Spring 2023* ***(OPTIONAL)**

- WASC Visiting Committee (person), Nancy Brownell's summary of key takeaways from talking with various community members, reading the report, and talking with leadership

Key Takeaways - Visit Committee Report

Progress Since the Last Visit

Visit Takeaway Comments	Updates Since Mid-Cycle Visit
<p>Curriculum. Key areas of focus where more progress is needed:</p> <ul style="list-style-type: none"> • Math & CTE/AP offerings • Data informed instruction in humanities • Common best-practice school-wide practices • Leadership setting common goals to increase student success 	<ul style="list-style-type: none"> • Carnegie learning math in upper school, implemented 23-24 • Emphasis on greater training and support for existing curriculum – Springboard (ELA 6-11) & Open Up (math 5-8) • Pre-service training and pacing guides provided by consultants / curriculum providers; pacing tracked monthly • New positions for on-site support added: a) Math intervention (AY 22-23), b) Math Lead (upper school – AY 23-24), c) Instructional Coach (AY 23-24), d) Fishtank ELA (5th grade) added AY 23-24 • AY 23-24: Added AP Environmental Science, AP Computer Science, and electives • Developed Instructional Playbook for all teachers with 10 core strategies • Implemented Weeks-at-a-Glance (WaaGs, aka – weekly lesson plans) to improve teacher preparation and use of bell-to-bell practices • Aligned MS and US assessment calendars with, at minimum, two cycles of Interim Assessment Blocks (IABs), and start/end of year growth assessment (Math: MAP NWEA; Reading: STAR)
<p>Teaching & learning. Grading practices and level of rigor</p>	<p>Observation and coaching cycles aligned with The New Teacher Project (TNTP) teaching and IPG tool (for ELA and Math) provided for a foundation to increase the level of rigor by providing direct feedback and data to instructors.</p>
<p>Staffing. Low teacher retention rate</p>	<p>Expanded work of Culture & Climate Committee with staff from middle and upper school, as well as central office</p>
<p>Divisional Alignment. Student and teacher culture and practices (e.g. uniform expectations.</p>	<p>All staff PD, held almost every Friday has been whole-school; expectations for WaaGs, syllabi, pacing, Morning Huddle, et al. are uniform between divisions.</p>

Key Takeaways - Visit Committee Report

Additional progress areas Since the Last Visit

Visit Takeaway Comments	Updates Since Mid-Cycle Visit
<p>Leadership & Teachers</p> <ul style="list-style-type: none"> Continue to work towards achieving the goals associated with Goal 1. 	<ul style="list-style-type: none"> Revamped evaluation process based on TNTP rubric domains PD-aligned to evaluation rubric Instructional Partners consulting around Instructional Practice Guide (IPG) for math and ELA Instructional coaching provided to all teachers
<p>Communication</p> <ul style="list-style-type: none"> Develop communication strategies that increase trust, transparency, and listening Connected to strengthening a collaborative school culture and health relationships among students, teachers, staff, and parents 	<ul style="list-style-type: none"> Parent/Guardians /Community Bloomz Pilot AY22-23 ParentSquare implemented schoolwide AY23-24 Parent Talks provided 2x per month (Zoom) AY23-24 3 Parent workshops, in addition to Back-to-School Event 2 Conference days – one in fall and one in Spring on a Saturday Faculty Culture & Climate committee provided a mid-year survey to all staff Morning Huddle provided daily, in-person with electronic follow-up for those on duty or who are absent Principal 1:1's with faculty and staff

Key Takeaways - School Progress Report

Dashboard Indicators

Indicator Areas	Progress	Comments
<i>SBAC Data</i>	Flat/Improvement	MS mostly net flat; material improvement for 11th grade
<i>CAST Data</i>	Overall Improvement	5 th & 8th grade drop (-3%), 11th (24%) & 12 th grade(19%) increase
<i>ELPAC Data</i>	Flat/Slight improvement	Despite COVID, no material impact
<i>Reclassification Rates</i>	Improvement	Overall improvement; 2023 will see more gains
<i>College & Career Readiness</i>	Solid	1 st year published since before the pandemic
<i>Graduation Rates</i>	Improvement	Still down from 2020 but higher than 2021 & 2022
<i>Advance Placement</i>	Improvement	More access and improvement in AP Test score pass rates
<i>Chronic Absenteeism</i>	Improvement	Better ADA (94%) but still a material and persistent % absent

Key Takeaways - Visit Committee Report

Major Student Learner Needs Progress

Visit Takeaway Comments	Updates Since Mid-Cycle Visit
<i>Math</i>	<ul style="list-style-type: none">• In 2023, math Distance from Standard (DFS) had an increase of 21.9 points.• Increase of IAB Near Start and Above Standard from Feb 2024 from Oct 2023 in upper school (2023-2024)
<i>Chronic Absenteeism</i>	<ul style="list-style-type: none">• 19.2% (as of 3/27)• Absences are still down from previous year.
<i>Suspensions</i>	<ul style="list-style-type: none">• 11% (as of March 14, 2024)
<i>Graduation Rates</i>	<ul style="list-style-type: none">• 4-Year Graduation Rate: 96.9%• 5-Year Graduation Rate: 90.9% (2023-24)• A-G completion - 89%(2022-23)"

Questions and Answers

Are there any questions about the detailed LCAP/WASC progress report?

What are your questions about the new, 3-year LCAP/WASC goals – format, approach, and goals/metrics?

Discussion - Approach to Future Meetings

Any initial thoughts on how you would like to hear about progress or what you would like to learn more about for the next 2-3 meetings?

Initial Thoughts

- Discussion of curriculum adoption progress and fidelity progress
- Emphasis on math intervention progress and math instruction
- Emphasis on ELD progress towards reclassification

Proposed Process Pivot

Historical	Proposed Future Meetings
<ul style="list-style-type: none">● <u>Annual</u> spring committee meeting● <u>Leads</u> for each goal area participates● Roughly <u>equal time</u> to discuss goals● Review <u>progress to goals</u> in some form of a “progress tracker”	<ul style="list-style-type: none">● ONE <u>Annual</u> spring committee meeting that combines the <i>CIRAC and WASC</i> Committees● <u>Read</u> progress reports <u>before mtg</u>● Use <u>in-person time</u> to discuss overall success and challenges● <u>Target high priority focus areas</u> for discussion such as math achievement growth, college access education, and community climate.

Q & A - Visit Committee Report in 2025-26

- *What would be real progress or evidence of progress to address the items identified in the areas of curriculum, teaching and learning, staffing, and divisional alignment?*
- *What would real progress and evidence of progress look like for leaders and teachers working collaboratively and effectively together to get real learning and development outcomes for our students?*
- *What would real progress and evidence of progress look like in the area of communication and trust building among all groups within the school?*