

Accrediting Commission for Schools Western Association of Schools and Colleges



Denair High School
November 13-15

**ACS WASC/CDE Visiting Committee
Final Presentation**



Focus on Learning asks...

- How do you know that all students are achieving based on your schoolwide student goals and academic standards?
- Is the school doing everything possible to support high achievement for all its students?





A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Areas to Celebrate

- **The Board and administration has set a vision and works with site leadership to ensure the missions are aligned**
- **Clarity of expectations and accountability for all stakeholders as demonstrated by the new initiatives introduced over the past 12 months.**
- **There are opportunities for professional development that support teacher growth.**



A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Areas for Focus

- DHS lacks a Single Plan for Student Achievement (SPSA) driven by School Site Council
- High turnover of previous principals and staff



B. Standard-Based Student Learning: Curriculum

Areas to Celebrate

- New integrated math curriculum
- New Spanish curriculum and use of technology
- Piloting new English curriculum

Areas for Focus

- Vertical alignment between HS and MS
- Focus on academic rigor
- PD in technology and blended learning

The logo of the Western Association of Schools and Colleges (WASC) is circular. It features a central illustration of a mountain range with a small town at its base. The text "WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES" is written around the top inner edge of the circle, and "Accrediting Commission for Schools" is written at the bottom inner edge.

C. Standard-Based Student Learning: Instruction

Areas to Celebrate

- Strong parent and community support
- Atmosphere rich in collaborative learning
- AP and CTE 2+2 articulation courses

Areas for Focus

- Expanded use of teachers' websites
- Monitoring community service hours for diversity
- Teachers have multiple roles and responsibilities



D. Standard-Based Student Learning: Assessment and Accountability

Areas to Celebrate

- District-wide plan for assessment and evaluation using NWEA. All stakeholders were included in the process.
- RtI model that includes intervention classes and more frequent testing of underachieving students.
- Accessibility to multiple methods of measuring specific skills, such as NWEA, PSAT, Multilingual seal, etc.



D. Standard-Based Student Learning: Assessment and Accountability

Areas to Celebrate

- PSAT/SAT/ACT/AP: PSAT is offered to all 8th, 9th, 10th, and 11th grade students free of charge to the student. The PSAT is now offered to all students in hopes to better prepare them and increase their SAT scores.
- Instructional strategies as formative assessments; do now and exit tickets



D. Standard-Based Student Learning: Assessment and Accountability

Areas for Focus

- Lack of data and/or goal setting meetings with students to discuss NWEA/CAASPP results
- Lack of use of PSAT/SAT/ACT/AP scores to drive conversation with students about college readiness.



D. Standard-Based Student Learning: Assessment and Accountability

Areas for Focus

- Testing Schedule: Developing a testing schedule that is least disruptive.
- Follow up survey for DHS grads: In order to gain LCAP information from DHS graduates, survey alumni to gather the necessary information/data.



E. School Culture and Support for Student Personal and Academic Growth

Areas to Celebrate

- Strong parent and community support
- Small campus allows all students to support each other
- Consistency and enforcement of school wide discipline

Areas for Focus

- More one-on-one meetings with students for college and career planning
- Disseminate the discipline policy that staff and students can articulate



Celebrate Schoolwide Strengths

Areas to Celebrate

- Revitalization of school culture
- Emphasis on data driven instruction in programs
- Vision to upgrade technology and blended learning
- Expanded CTE program



Critical Areas for Focus

The self-study identified and work should continue on:

Critical Learner Need #1 - College Readiness

Increase College Readiness of All Students: Denair High School administration and faculty should continue working to create a college-going culture for students. Increase college readiness by continuing to increase the offering of higher level college prep math and technology courses, giving students access to STEM based careers such as engineering and computer science. This area of need is tied to the Student Learning Outcomes (formerly ESLRs), the LCAP, and the Action Plan.



Critical Areas for Focus

The self-study identified and work should continue on:

Critical Learner Need #2 - Curriculum & Instruction

Administration should continue with their plans to adopt new curriculum that aligns to CCSS. Faculty and staff continue to support student learning in a CCSS environment, teacher training and support in differentiated instruction, student collaborative group work, less teacher talk/more student voice, academic discourse, Depth of Knowledge 3&4 questioning. These efforts should be coordinated with the district-wide efforts toward vertical alignment.



Critical Areas for Focus

The self-study identified and work should continue on:

Critical Learner Need #3 - Staff Stability and Retention

The board and administration continue to foster and develop a culture that promotes teacher and administrative retention so that Denair High School can continue to build on the programs they have recently developed while also continuing to retain students and improve academic performance. This critical area of need connects directly to Student Learning Outcomes (formerly ESLRs), LCAP goals and the Action Plan.



Critical Areas for Focus

The self-study identified and work should continue on:

Critical Learner Need #4 - Technology Development

Administration and faculty continue to evaluate and develop technology needs through a 1, 3, 5 year plan for progressive and aggressive improvement both through infrastructure and continued instructional development and training with differentiated instructional strategies in mind. This area of need is tied to the Student Learning Outcomes (formerly ESLRs), the LCAP, and the Action Plan



Critical Areas for Focus

The self-study identified and work should continue on:

Critical Learner Need #5 - Academic Proficiency

Administration and faculty continue to utilize the data systems that have been put in place that provides accessible delivery of data, review the data for training and to provide an effective analysis of the data to review all programs and curriculum with the intent to improve student achievement. This area of need is tied to the Student Learning Outcomes (formerly ESLRs), the LCAP, previous WASC recommendations, and the Action Plan.



Areas that Need to be Strengthened

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. Administration, teachers and staff create a SPSA (Single Plan for Student Achievement) that shows the direction and goals of the high school.
2. Administration consider developing and/or researching a system to track alumni to assess how effective their programs are in order to display alumni success to stakeholders and improve and/or modify instruction as needed.



Schoolwide Action Plan

Visualize what will be different for students....

- One year from now?**
- Two years from now?**
- Three years from now?**