ACS WASC/CDE
Focus on Learning
Part One of Three

2016 Schools
ACS WASC Accreditation: A Focus on Learning
Beginning your Study

Getting Organized

ACS WASC ©2014
How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
Accreditation: A Value-Added Evaluation

Schools add value by...

• Increasing what students know
• Increasing what students can do
• Improving how students feel
  ✓ about themselves
  ✓ about others
  ✓ about learning
ACS WASC 6-Year Accreditation Cycle

Focus on Learning
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Accreditation Status

Six-Year Accreditation Status

- Progress report at mid-cycle
- Progress report and one-day visit at mid-cycle
- Progress report and two-day visit at mid-cycle

One-Year or Two-Year Probationary Status with an in-depth progress report and a two-day visit

Accreditation Status Withheld
Accreditation Status Timeline
Full Self-Study

WASC Focus on Learning, 2015 Edition

This edition is to be used for schools preparing for a 2015 WASC Self-Study visit.

Note: This document is formatted to be printed as a double-sided document.

Preschool Accreditation Criteria Supplement, 2000
Note: Preschools are only accredited by WASC when they are part of a multi-site school. Please contact the WASC office for more details.

WASC School Coordinator Self-Study Checklists

WASC Self-Study School Report Layout

WASC Sample Evidence Forms: Word Doc File


Click here for information on how to use Google Drive (Docs).

Each category of Chapter IV is also available as a separate Word or Google Docs template.

Chapter IV: Category A: Word Doc Template | Google Drive (Docs) Template
Category B: Word Doc Template | Google Drive (Docs) Template
Category C: Word Doc Template | Google Drive (Docs) Template
Category D: Word Doc Template | Google Drive (Docs) Template
ACS WASC Accreditation Cycle

Focus on Learning
Getting Organized

Beginning your Study
Quality School Framework

- Curriculum
- Instruction
- Assessment
- Family & Community
- Equity
- Students Learning & Thriving
- Professional Learning
- Leaders
- Teachers
- Culture & Climate
- Resource Alignment
Outcomes
Checklists

Self-Study Coordinator Preparation Checklist

Visit

Post-Visit
Organize and integrate Home and Focus Group work with regularly scheduled meetings and in-service days, if possible.

Work efficiently during 18 months.

Publish and send to Visiting Committee 5 - 6 weeks ahead of visit.
ACS WASC/CDE School Self-Study

Preface
Chapter I
Data
Chapter II
Progress
Chapter III
Conclusions

Chapter IV
Organization
Chapter IV
Curriculum
Chapter IV
Instruction
Chapter IV
Assessment
Chapter IV
Culture/Support
Chapter V
Action Plan
Appendices
Focus on Learning Process

What → So What → Now What
Characteristics of a Self-Study

- Solid facts
- Analyzed findings supported by evidence
- Straight-forward language
ACS WASC/CDE School Self-Study

Tasks
Organization

Focus Groups
Criteria

Profile Team
Leadership Team
Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

ACS WASC ©2014
Organization

Principal
Self-Study Coordinator
Others
Profile Committee?

*Develop Chapters I, II, and III for review*
Organization

Departments, Small Learning Communities, or Grade-level Clusters

Groups (i.e., students, classified staff)

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

Analyze information based on indicators and prompts generally and about critical learner needs
Home/Department Group Work

Based on ACS WASC criteria

Analyze results of observations of and interviews with students

Review of profile, schoolwide learner goals, and progress report

Gather and analyze other data
Organization

Discuss criteria category

Concentrate on assigned criteria with Indicators and Prompts

Respond to Prompts for Chapter IV
Focus Group Work

Based on ACS WASC criteria

Discuss criteria and data needed

Analyze effectiveness of school based on evidence

Prepare analytical summary of findings

Identify strengths and growth areas with supporting evidence

Review the revised schoolwide action plan
Timeline

Scheduling work
Staggering work
How will we organize ourselves and our work?
Group Norms

✓ All engaged and on task
✓ Share within time limits
✓ Value the viewpoint of each person
✓ Use simple language
✓ Ice breaker/warm-up to build spirit
✓ Evaluate meeting — results and process
✓ No assumptions
✓ Be prepared/each to contribute with advanced analysis
Getting Organized:
Self-Check Questions
7 Minute Break
Beginning your Study

Getting Organized
Chapter I

Directions

FOL/CDE-2015 WASC pp. 43-54
Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
Student/Community Profile

Who are our students?
Who compose the major subpopulations at our school?
What about different programs/paths/grade levels?
Data/Evidence

Outcome Data

Demographic and Perception Data

Schoolwide Learner Outcome and Process Data
What data should we include in our profile?
Sample Achievement Data

- CAHSEE
- IB
- Writing Samples
- Smarter Balance
- SAT
- AP tests
- Graduation rate
Drawing findings from our data:

Trends
Irregularities
Anomalies
Who are the students?  How are the students doing?

What do the data tell us?

Not tell us?

What questions do the data raise?
Let’s practice:

Examine the SAT results and determine 2-3 findings.

SAT Results (Means):

<table>
<thead>
<tr>
<th></th>
<th>Verbal/Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2010</td>
<td>587</td>
<td>682</td>
<td>602</td>
<td>1871</td>
</tr>
<tr>
<td>Class of 2011</td>
<td>594</td>
<td>693</td>
<td>613</td>
<td>1900</td>
</tr>
<tr>
<td>Class of 2012</td>
<td>592</td>
<td>687</td>
<td>615</td>
<td>1894</td>
</tr>
<tr>
<td>National Average</td>
<td>497</td>
<td>514</td>
<td>489</td>
<td>1500</td>
</tr>
</tbody>
</table>

A finding is what the data shows.
Sample Questions

• How did the students perform over last year? The prior year?

• What is the longitudinal growth pattern for this grade level?

• Are there different patterns for different subgroups of students?

• What do the data tell us about our students’ greatest areas of weakness?

• How well are students performing in relation to our schoolwide learner outcomes?
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Sample Schoolwide Learner Outcomes

Critical Thinkers and Problem Solvers who:

• Analyze and evaluate information and points of view
• Synthesize and make connections between information and arguments
• Question and use reason effectively
• Solve problems in conventional and innovative way
Sample Schoolwide Learner Outcomes

College-, Career-, and Life Skill- Oriented who

• Take initiative and work independently
• Follow through with plans and goals
• Handle praise, feedback, and criticism well
• Are organized
• Are productive and accountable
• Are self-directed and don’t give up
Chapter I: Student/Community Profile (Task 1)

Data and Findings: trends, irregular patterns, and/or anomalies

- Demographic data
- Schoolwide learner outcomes
- Student performance data
- Perception data
- Schoolwide learner outcomes

Appendices
Chapter I: Self-Check Questions
Chapter II

Directions
Chapter II: Action Plan Progress Report

• Significant developments
• Schoolwide critical areas for follow-up
• Procedures to monitor/adjust plan
• Progress on school plan segments showing integration of schoolwide critical areas for follow-up from visiting committees including focus area, growth targets, major activities
• Comment on any schoolwide critical areas for follow-up not in the current plan
Chapter II: Self-Check Questions
Chapter III

Directions
Chapter III:  
Summary of Data and Progress

What are the implications of data and progress with respect to student performance?

Identify two or three critical learner needs based on data, noting correlated schoolwide learner outcomes. Cite data sources.

List important questions that have been raised by the analysis of the student data about the critical learner needs. (Used by Home and Focus Groups.)
Chapter III: Self-Check Questions
7 Minute Break
Chapter IV

Directions

FOL/CDE-2015 WASC pp.59-62
ACS WASC/CDE Criteria

- Organization
- Curriculum
- Instruction
- Assessment
- Support
Chapter IV

Process

- Home Groups
- Leadership Team
- Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up
Criteria Summaries

• **To what extent** does this contribute to the students’ success?

• What have we learned about our **critical learner needs**?

• How will the **prioritized growth areas** strengthen students’ success in reaching school goals? In improving in areas of critical learner need?

• How might we build on our **areas of strength**?

• Are the strengths and growth areas **appropriate** to the findings?
Task 4: Focus Groups

What data, information, and evidence are needed to determine what currently exists and its effectiveness both generally and around critical learner needs?

How effective is this?  
The So What Question?

Focus Groups Criteria

Use prompts for all responses.
Home Group Work: Information for Focus Groups

Departments
Small Learning Communities
Grade-level clusters
Groups (i.e., students, classified staff, families, external partners)

Provide details and disaggregation for Focus Groups
 Instruction: Student Engagement

C2. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?

C2. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes and to improve student performance in areas of our critical learner needs?
Differentiation of Instruction

Indicator:

The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt:

*How effectively do instructional staff members differentiate instruction, such as multimedia and technology? Evaluate the impact of this on student learning particularly as this affects our critical learner needs.*

Findings

Supporting Evidence
How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Critical learner needs?

Assessing effectiveness?
### ACS WASC/CDE Criteria with Indicators:

<table>
<thead>
<tr>
<th>What are the criteria/indicator concepts?</th>
<th>What evidence is needed for analysis and response to the prompts?</th>
</tr>
</thead>
</table>

**Gathering and Analyzing Data/Information**
How will we see the whole program for students?
How will we deepen our study around our critical learner needs?
Observable Evidence

Classroom learning environment

What the students are doing and producing
Classroom/Campus Observations

Strategies

Data-in-a-Day
Roving teacher substitutes
Teacher journals
Shadowing students

Ground rules
Capturing data

Syda Productions @DollarPhoto
Learning Snapshot

What are the students doing?

___ listening  _____ calculating  _____ working in a group
___ watching  _____ taking notes  _____ working alone
___ writing  _____ completing worksheet
___ reading  _____ using technology

Which critical learner needs were observed?

___ reading  _____ critical thinking
___ writing  _____ computing

What schoolwide learner outcomes were observed?

___ Citizen  ___ Life/Career  ___ Leadership
Student Work

“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”


Nature
Quality
Frequency
Growth over time
What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work
www.essentialschools.org/resources/60

Looking at Student Work
www.lasw.org/
Interviews and Surveys

Interviews

• Student to student
• Staff to student
• Teacher to teacher

Surveys

• Short
• Focused
• Understandable
Task 4: Program Analysis = Chapter IV

Focus Groups
Criteria

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

Profile Team

Leadership Team Plans & Guides
Chapter IV: Self-Check Questions
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs

- Criteria Strengths
- Criteria Growth Areas

Action Plan
Part 2 Training: Bring

Draft Chapter I: Student/Community Profile
Draft Chapter II: Progress Report
Draft Chapter III: Summary

Organization for Self-Study

Leadership Team
Focus Groups
Home Groups
We Are Student Centered
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