Agenda

• Overview of Accreditation

• The Self-Study
  • Self-Study Coordinator Self-Study Report Preparation Checklist
  • Self-Study Self-Check Questions
  • Timeline and Five (5) Tasks
  • Self-Study Report Format
  • Orientation of Stakeholders
  • Suggested School Committees
  • Training Leadership Team and Focus Group Leaders
  • Tasks 1–3
  • Task 4 — A beginning
  • What to Bring to Part Two Training
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 2013
Accreditation: An Ongoing Journey
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

[Diagram showing the timeline of accreditation status, including Self-Study, Probationary Accreditation with Probation Report and Visit, Reinstatement Visit, Accreditation Visit, and Next Self-Study.]
WASC Accrediting Commission for Schools
ACS WASC accredits K-12 schools and non-degree granting postsecondary institutions

Welcome FAQ Directory of Schools Calendar of Events/Training Schedule Contact Us

About WASC Accreditation
Getting Started with Accreditation

School Materials/Templates

School Improvement & Action Plan

Serving on a Visiting Committee

Visiting Committee Materials/Templates

Affiliations

Accreditation-Plus

Accreditation

Volunteer Login

Accreditation Plus Login

Recent WASC News WASC Overview Video Training Webinars

Public California
Public Hawaii
Public Pacific Islands
Private
International
Postsecondary Schools
Supplementary Program

New ACS WASC Executive Director: Dr. Fred Van Leuven, former Santa Clara Valley Union High School District superintendent, has been named as the new executive director of the Accrediting Commission for Schools. He succeeds former Executive Director David Brown who has served as ACS WASC executive director since June 2003. Dr. Van Leuven will assume the position in January.

20-22 5 2013 WASC Words: Read our latest WASC newsletter to learn the latest news about the WASC organization.

UC Riverside Extension Accreditation Class, Data-Driven Self-Analysis of Student Performance, October 12 and 19, 2013. Click here for more information.

WWW.ACSWASC.ORG
Full Self-Study

2014 Edition

WASC Focus on Learning, 2000 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
Outcomes

- Collaboration
- Mission
- Program-assessment
- Data
- Involvement
- Schoolwide-learner-goals
- Plan
WASC Accreditation Cycle

Follow-up

Focus on Learning

Self-Study

Assess

Visit

Plan

Implement

Reassess
Timeline

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.
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
WASC/CDE School Self-Study

Tasks
Organization

Focus Groups
Criteria

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

Profile Team

Leadership Team
Plans & Guides
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

Gather information based on indicators and prompts
Home or Department Group work that includes analysis of representative samples of student work based on schoolwide learner outcomes and learner needs*

- analysis of observations of students and student interviews*
- review of profile*
- review of schoolwide student goals*
- review of progress report*

This Home Group work **must** be done before any Focus Group work begins.
Home Group work that includes...

- gathering and analysis of other data based on WASC criteria observations for Focus Groups
- review of revised schoolwide action plan and identified growth areas from all Focus Groups

NOTE: Focus Group work begins in late February–March after work by Home Groups on profile, schoolwide learner outcomes, examination of student work, student observations, and interviews.
Organization

Discuss criteria category

Concentrate on assigned criteria with *Indicators* and *Prompts*

Respond to *Indicators* and *Prompts for Chapter IV*
Focus Group work that includes...

- discussion about criteria and data needed
- **analysis of effectiveness** of school based on evidence
- preparation of analytical summary of findings
- identification of strengths and growth areas with supporting evidence
- review of the revised schoolwide action plan
Timeline

Scheduling work

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

- All engaged
- 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

2013 © ACS-WASC
Timeline:
Self-Check Questions
Directions

FOL, p, 41
Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
Who are our students?
Who composes the major subpopulations at our school?
Chapter I: Data

Demographic
Outcome/Achievement
Perception
Schoolwide Learner Outcomes
<table>
<thead>
<tr>
<th>Outcome Data Chapters I &amp; III</th>
<th>Demographic and Perception Data Chapters I &amp; III</th>
<th>Process Data Chapter IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Data</td>
<td>Enrollment</td>
<td>School Organization</td>
</tr>
<tr>
<td>Completion Rates</td>
<td>Attendance</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Comparative Data</td>
<td>Language Proficiency</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Post-Enrollment Data</td>
<td>SES Status</td>
<td>Assessment</td>
</tr>
<tr>
<td>Supplemental Data</td>
<td>Staff</td>
<td>Resources</td>
</tr>
<tr>
<td></td>
<td>Co-Curricular Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Surveys/Interviews</td>
<td></td>
</tr>
</tbody>
</table>
What data should we include in our profile?
Profile: Sample Achievement Data

- ITBS
- IB
- ERB
- MAPS
- SAT
- AP tests
- Graduation rate

9th Grade Testing, 2010-11 to 2012-13

Test A
Test B
Test C

2010-11
2011-12
2012-13
Drawing findings from our data:

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

What does the data tell us?

Not tell us?

• What questions does the data raise?
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
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 including survey summaries, if any

Appendices
Chapter I: Self-Check Questions
Directions
Chapter II: Action Plan Progress Report

• Significant developments
• Procedures to monitor/adjust plan
• Progress on school plan segments showing integration of schoolwide critical areas for follow-up from visiting committees
  • 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**
Directions
Chapter III: Summary of Data and Progress

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

• Select two to three critical learner needs based on data, noting correlated schoolwide learner outcomes.

• 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
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

2013©ACS-WASC
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?
Focus Groups

- Discuss all four (4) categories of criteria
- Concentrate on assigned criteria and indicators
- Use prompts

What data, information, and evidence are needed to determine what currently exists and its effectiveness?
Task 4: Focus Groups

What currently exists?

What data, information, and evidence do we need?

How effective is this? The So What Question?
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?
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.

Findings

Supporting Evidence
How might we go about the work?

Criteria concepts?
How will we know? Evidence?
Critical learner needs?
Assessing effectiveness?
<table>
<thead>
<tr>
<th>What are the criteria/indicator concepts?</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
</table>

Gathering and Analyzing Data/Information
Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.
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
Student Work: Probing Questions

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
• Family to family
• Teacher to teacher

Surveys

• Short
• Focused
• Understandable
Observations

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

Ground rules
Capturing data
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
Task 4: Program Analysis = Chapter IV

Focus Groups
Criteria

Profile Team
Leadership Team
Plans & Guides

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