ACS WASC
Focus on Learning
Self-Study Training: Part Two
2016 Schools
ACS WASC Accreditation:
A Focus on Learning
Checking Up

What’s Really Going On?

Thinking about Next Steps
How is the self-study progressing at your school?

What are the areas that you would like us to address today?
Outcomes
ACS WASC Accreditation Cycle

Follow-up

Implement

Self-Study

Focus on Learning

Visit

Plan

Assess

Reassess
Focus on Learning Self-Study Process

What is the ideal based upon?

So What currently exists and how effective is it?

Now What how will we modify in our schoolwide plan?
Where is the school now? Where’s it going? Does it have a good roadmap?
One Schoolwide Plan
ACS WASC 6-Year Accreditation Cycle

Focus on Learning
Characteristics of a Quality Self-Study

Solid facts

Analyzed findings supported by evidence

Straight-forward language
Will the self-study be ready to be sent 5-6 weeks prior to visit?

Has the maximum time been allotted for home and focus group work—maximizing regular meeting time?
Doing the work

Focus Groups
Criteria

Profile Team
Leadership Team
Plans & Guides

Home Groups
Data, Observations,
Interviews, Student
Work, & Criteria
How have you organized your Focus Groups?

Scheduling Focus Group Work in terms of needed Home Group or Departmental data gathering/discussions

Staggering the work
Directions
Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices
Findings from the Data

9th Grade Testing, 2011-12 to 2013-14
Findings from the Data

- 2011-2012
- 2012-2013
- 2013-2014

- Hispanic/Latino
- African American
- Other
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Global-minded citizens who...

- Act with the future in mind
- Embrace diversity and engage responsibly in the world’s problems with compassion, empathy, and tolerance
- Respect and support family and community
- Protect and advocate for local and global environments
Compare the profile to the ACS WASC Student/Community Profile Guide

Are the appropriate data included?

Has the school commented upon all data?

Praise, Question, Polish
Self-Check Questions
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
  
  Focus area  Growth targets  Major activities

- Comment on any schoolwide critical areas for follow-up not in the current plan
Progress on Action Plan Sections

**Goal 1:** Success School will improve student achievement on writing through interdisciplinary and department planning.

(This addresses Critical Area for Follow-up # 2 on Professional Development: Provide staff development that addresses school-to-career activities, interdisciplinary planning, English Learner’s needs, standards-based instruction, and our critical learning need writing. This Critical Area for Follow-up was also addressed in Goal 4 of the 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.)
Critical Learner Needs

- Literacy
- Numeracy
- Closing the gap
- Affect

Statement focuses on the student rather than
- Activities – adult or student-based
- Measures

ACSWASC © 2015
Checking Up

What’s Really Going On?

Thinking about Next Steps
Directions

Task 4  ACS WASC FOL, 2014, p. 53
ACS WASC Criteria

- Organization
- Curriculum, Instruction, Assessment
- Support
- Resources
# Chapter IV: Self-Study Findings

<table>
<thead>
<tr>
<th>Criteria Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Learner Needs</td>
<td>How effective?</td>
</tr>
</tbody>
</table>
Task 4: Program Analysis – 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
WASC Accrediting Commission for Schools

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is one of six regional accrediting associations in the United States. The Accrediting Commission, WASC, extends its services to over 4,500 public, independent, church-related pre-K-12 and adult schools, works with 16 associations in joint initiatives, and collaborates with other educational organizations.

The accreditation process fosters excellence in elementary, secondary, and adult education. ACS WASC accreditation recognizes schools that meet high standards of quality in accordance with established, research-based WASC criteria.

- New ACS WASC Executive Director: Dr. Fred Van Leuven, former Salinas High School District superintendent, has been named as the new executive director of the Accrediting Commission on 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.

- UC Riverside Extension Accreditation Class, *Data-Driven Self-Analysis of Student Performance*, October 12 and 19, 2013. [Click here](#) for more information.
Full Self-Study

WASC Focus on Learning, 2014 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.

Self-Study Trainings for 2015 Visits:

Part One Handout | Part Two Handout | Part Three Handout

Preschool Accreditation Criteria Supplement, 2000

Note: Preschools are only accredited by WASC when they are part of a multiple grades 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
Task 4: Initial Procedures #1 and #2

Focus Groups

• Discuss all 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?
B2: How Students Learn

To what extent does the professional staff a) use research-based knowledge about teaching and learning; and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes?
Challenging and Varied Instructional Strategies

**Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

**Prompt:** Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes.

Findings

Supporting Evidence
How Students Learn:
Examples of areas to analyze

Planning processes for implementing a variety of learning experiences — teacher knowledge.

Demonstration that students are actively engaged in learning.

Student use of resources for learning beyond the textbook.

Student portfolios, performances, projects, discussions, collaborative activities.

Perceptions of students about the learning experiences.
How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Student Learning Needs?

Assessing effectiveness?
Focus Group Dialogue: Sample Questions

What do we know already, including the supporting evidence? Are we sure?

What is already in the profile?

What evidence is needed from the home groups?

What particular evidence is needed from the home groups related to the identified critical learner needs, e.g., how can we all support the English learners? Writing?
<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators/Prompts</td>
<td></td>
</tr>
</tbody>
</table>

Gathering and Analyzing Data/Information by Home and Focus Groups
Focus Group Discussions

How will we consider the critical student needs during the analysis of the current program using the ACS WASC criteria?

How will we use the questions raised around the critical learner needs in summary of the data and progress (Chapter III)?
Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed*

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*
Observable Evidence

Includes analyzing:

- What the students are doing and producing
- Student interviews
- Other interviews, observations, etc.
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”

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/
Examples of types of work (especially related to critical learner needs):

• Typical work, such as writing or solving math problems
• Projects, such as senior project
• Research Paper
• Same performance tasks or assignments
• Portfolios
• Case studies
Evidence: **Student Work**...

- review student work samples.
- sort work – high, middle, low

*As a group discuss...*

- characteristics of the three categories
- how to ensure student work is representative of the school’s various subgroups
- the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and schoolwide learner outcomes
Learning from student work

What’s the nature of the work?

How often do students do this kind of work?

How does this work inform us about students’ abilities to be successful in reaching our schoolwide learner outcomes?

How will this work be evaluated?
What’s our purpose in looking at this student work.

What was the task designed to assess? How effective is it?

What are patterns or trends across the samples?

What are the misunderstandings and understandings?

What are implications for instruction, curriculum, and or assessment? Culture and support?
How well the student understands the topic of the assignment?

The student’s mastery of a learning standard?

The student’s competence in our critical learner need?

Our own grading standards?
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
Evidence: Classroom/Campus Observations

How can we implement staff observations as a regular practice?

What ground rules will ensure a safe environment and obtain staff buy-in?

What kind of cue sheet will we develop?

How will the observation results be used in the FOL process?
Interviews and Surveys

Interviews

• Student to student
• Family to family
• Teacher to teacher

Surveys

• Short
• Focused
• Understandable
Evidence: Interviews/Surveys

1) Individually, generate a few sample student questions.
2) Find a partner and share these questions.
3) Debrief, for example
   • Open-ended questions
   • Non-biased
   • Concrete
   • Simple language
Task 4: Program Analysis — Chapter IV

Schoolwide Focus Groups

Home Groups
Focus Group Discussions

How will we consider the critical learner needs during our analysis of the current program using the ACS WASC criteria?

How will we use the questions raised around the critical learner needs in Chapter III?
Critiquing Chapter IV

Do the findings respond to what is being asked by the criteria guide question(s) and the supporting indicators/prompts?

What insight have been gained about which learning is being supported, especially related to the critical learner needs?
Are identified and prioritized growth needs aligned to the findings?

Are identified strengths aligned to the findings? How might these strengthen the action plan?

How does the evidence support the findings?
## Validation Language

**try verbs like these**

<table>
<thead>
<tr>
<th>try verb</th>
<th>try verb</th>
<th>try verb</th>
<th>try verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td>coincide</td>
<td>exhibit</td>
<td>prepare</td>
</tr>
<tr>
<td>accomplish</td>
<td>confirm</td>
<td>finish</td>
<td>provide</td>
</tr>
<tr>
<td>close</td>
<td>contribute</td>
<td>fulfill</td>
<td>relate</td>
</tr>
<tr>
<td>complete</td>
<td>correlate</td>
<td>identify</td>
<td>revise</td>
</tr>
<tr>
<td>conclude</td>
<td>demonstrate</td>
<td>improve</td>
<td>support</td>
</tr>
<tr>
<td>contradict</td>
<td>distinguish</td>
<td>isolate</td>
<td>systematize</td>
</tr>
<tr>
<td>contribute</td>
<td>enhance</td>
<td>observe</td>
<td>unite</td>
</tr>
<tr>
<td>contrast</td>
<td>ensure</td>
<td>perform</td>
<td>Validate</td>
</tr>
</tbody>
</table>
Organization: Membership on the governing board has fluctuated greatly during the past 7 years in terms of personnel and outlook/goals. This lack of overall stability has contributed to a serious detriment in allowing professional staff to carry out their responsibilities.

Instruction: Observations and interviews by the focus group members have validated that instructional activities are widely varied for the majority of students. However, for high-performing students enrolled in Honors and Advanced Placement classes, the classrooms center primarily on teacher-directed instruction with few opportunities for alternate learning activities, instructional materials, or products.
Plan and re-plan the work of Home and Focus Groups
Self-Check Questions
Checking Up

What’s Really Going On?

Thinking about Next Steps
Task 5 – Chapter V

Revised action plan

Additional strategies within subject areas/support programs

Ongoing follow-up process
Alignment:
Findings, Strengths, Growth Areas, Action Plan
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas

Action Plan
What are the critical elements that will enable your school to focus on the analysis of student achievement?
Continuing Support

Office Hours

www.acswasc.org
ACS WASC
www.acswasc.org

ACS WASC Northern California Office
650.696.1060 mail@acswasc.org

ACS WASC Southern California Office
951.693.2550 mailsocal@acswasc.org

Sylvia Taylor
staylor@acswasc.org
650.235.8621 or 650.696.1060

California Department of Education
www.cde.ca.gov
We are student centered.