WASC Focus on Learning
On Target for 21st Century Schools
After the WASC Visit: “The Now What?”

Marilyn George, Ed.D.
Associate Executive Director
Accrediting Commission for Schools, WASC
MGeorge@acswasc.org
www.acswasc.org
Webinar Goals

- Understand the WASC Focus on Learning Accreditation Cycle of Quality
- Understand the initial steps and subsequent school tasks after the self-study and visit
- Review the potential reports, reviews, or revisits within the WASC Accreditation Cycle of Quality
WASC Accreditation: An Ongoing Journey
Focus on Learning (FOL): An Ongoing School Improvement Process

For 20 years, WASC FOL process has asked schools two questions:

- How do you know that all students are achieving...
  - schoolwide learner outcomes or global competencies?
  - essential core knowledge and skills?
- Are you doing everything possible to support students being prepared for the future?
WASC FOL Accreditation Cycle of Quality

1. Assess
2. Plan
3. Visit
4. Follow-up
5. Self-Study
6. Reassess
7. Implement
Summary: Focus on Learning (FOL) Self-Study Process

What?
What is the ideal based upon...?

- Vision, Mission, Schoolwide Learner Outcomes
- WASC criteria and indicators
- Academic standards

So What?
What currently exists?
How effective is it?

Now What?
What and how will we modify?
What should be in the schoolwide action plan?
Self-Study Process and Product

Process
- Home Groups
- Leadership Team
- Focus Groups

Product
- Response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
- Data
- Observations
- Surveys/interviews
- Student work
- Documents
Self-Study: Schoolwide Action Plan
The Visit: Visiting Committee (VC) Members

WASC VC Members Strengthen School’s Core Work — Improving Student Learning
The Visit: Are Students Achieving as Global Citizens?

Where’s the school now?
Where’s it going?
Does it have a good road map?
The Visit by Fellow Educators: Purpose

Based on WASC criteria, school’s purpose and schoolwide learner outcomes and self-study, the Visiting Committee (VC)*...

- Provides insight about student learning and school program
  - Validates school program
  - Celebrates school strengths
  - Provides recommendations on growth areas
- Prepares a written report for school and Commission
- Recommends an accreditation status
- Commission takes action

* Visiting Committee chair/members: team size based on school size, spends 3 ½ days at school (4 ½ days in Asia)
Accreditation Status Factors:
VC Recommendation and Commission Action

➢ To what extent is the school demonstrating quality student achievement/improvement?
• Meeting the WASC criteria and indicators
• Clear globally-minded purpose and schoolwide learner outcomes
• Quality processes to analyze student achievement
• Action plan aligned to areas of greatest need
• Capacity to implement/monitor action plan
• Use of prior accreditation findings
Accreditation Status: Commission Action

- **Six years:** progress report, possibly a one-two day midterm review for schools
- **Three years:** progress reports, three year two-day visit to extend term one year, three years or deny
- **Probation: One or Two years:** progress reports, two day visit to extend term up to three years or deny
- **Denial or Withheld:** reasons detailed in Visiting Committee report
WASC FOL Accreditation Cycle of Quality

Assess

Reassess
Self-Study
Plan
Visit
Implement
Follow-up
The school...

1. Revises the Schoolwide Action Plan
   - Includes critical areas for follow-up from the Visiting Committee
   - Submits Plan to WASC (December 15 or June 1)
Suggested Committees for Follow-up

Dept./Subject Area Groups – PLCs, Small Learning Communities

Schoolwide Focus Groups

Leadership Team
One Umbrella Plan

IF CDE: Single Plan for Student Achievement
School Goals in Plan shared with Visiting Committee

- Improve student learning in the areas of English language arts/literacy
- Improve student problem solving and conceptual understanding of key math concepts and ideas
- Increase student success in academic areas that meet the UC/CSU a-g requirements

NOTE: All correlate to school’s identified critical academic needs and the goals in the SPSA
Excerpts:

• Continue to develop professional expertise in the most powerful, best-practices, research-driven instructional strategies to most effectively deliver the content, engaging all students in learning to mastery performance levels.

• Further focus instructional staff on the analysis and use of multiple sources of data to drive decision-making in the classroom, departments and schoolwide to support improved student achievement.

• Develop an effective measurement system to track and report on student achievement of schoolwide learner outcomes (ESLRs).
School Goals-VC Critical Areas for Follow-up

• Integrate
Suggested Components of Action Plan

- **Statement of area for improvement, including growth targets**
- **Rationale for area based on self-study findings**
- **Link to one or more schoolwide learner outcomes/ESLRs**
- **Ways of assessing progress, including student achievement of the critical academic needs, schoolwide learner goals and academic standards**
- **Means to monitor and report progress**
Additional Suggested Components of Action Plan

- Who’s responsible and involved
- Specific steps, including professional development
- Timeline
- Resources
### Action Plan Components

- Area of Improvement
- Link to learner outcomes
- Rationale
- Growth Targets
- Ways of assessing student achievement
- Means of monitoring
- Specific tasks/actions
- Who’s responsible/involved
- Timeline
- Resources

### SPSA Structure — CDE

- School Goal
- Link to LEA goals
- Data used-who was involved
- Growth Targets
- Ways of measuring student achievement
- Evaluation of implementation
- Strategies/actions
- Personnel
- Start/Completion Date
- Funding Source/Amount
Important School Question about Plan

Through implementing the Plan, what will be different for students as citizens of the world?

— One year from now?
— Two years from now?
— Three years from now?
WASC FOL Accreditation Cycle of Quality (five or six years)

FOCUS ON STUDENT LEARNING

YEAR ONE
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR TWO
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR THREE
Profile Update, Midterm Progress Report or Midterm Progress Report and one-day Review, Refinement of Schoolwide Action Plan

YEAR FOUR
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR FIVE
Review of all Profile Data, Progress Report, Progress and Program Analysis, Beginning of next Self-Study, revision of Schoolwide Action Plan

YEAR SIX
Completion of Self-Study, including refinement of Schoolwide Action Plan; Self-Study Visit; revision of Schoolwide Action Plan after Visit
The school...

2. Implements sections of Schoolwide Action Plan

3. Annually updates Student/Community Profile data

4. Facilitates discussion of Profile data, other summative and formative data by all certificated staff and other stakeholders
Types of Data: Demographic

Examples:

- Attendance
- English proficiency
- Enrollment
- Mobility of students
Types of Data: Outcome/Achievement

Examples:

- CAHSEE
- API
- College SAT
- AYP
- CST
- ITBS
- AP
Student/Community Profile: Stakeholders Discuss

- What is the current data telling us about the students?
- Are the students learning based on our schoolwide learner outcomes and academic standards?
- What questions are raised by the data as we evaluate progress on our schoolwide action plan?
The school...

5. Annually reviews progress on Schoolwide Action Plan based on...
   - Critical Academic Needs
   - Schoolwide Learner Outcomes (ESLRs)
   - Academic Standards
Review of Schoolwide Action Plan Progress

Sample Questions for Teacher/Leadership Dialogue:

• What evidence supports that progress is being made in relation to student learning based on ESLRs and standards?

• What specific formative and summative data supports what we are doing?

• For each action plan section, are our steps appropriate?

• Are the steps making a difference?
Observable Evidence

Includes analyzing results of:

- What the students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.
Types of Data/Evidence of Action Plan Progress

- Demographic
- Outcome
- Process/Perception
Accomplishment of school purpose (core beliefs, vision, mission) and schoolwide learner outcomes...

What all students should know, understand and be able to do in order to be globally competent, i.e., a global citizen.
Schoolwide Learner Outcomes

Characteristics:

- Include global competencies/21st century skills
- Critical academic needs embedded
- For all students
- Interdisciplinary (within all subjects)
- Assessable
EAGLES: Schoolwide Learner Outcomes

EMPOWERED
ADAPTABLE
GLOBAL-MINDED
LITERATE
ETHICAL
SKILLED INQUIRERS
SAS students will be...

**Empowered to...**
- Be life-long learners
- Be engaged with the world around them

**Adaptable...**
- Self-motivated learners
- Problem-solvers, negotiators, and collaborators
SAS students will be:

Global-minded Citizens who...

- Act with the future in mind
- Embrace diversity
- Engage responsibly in the world’s problems
- Respect and support family and community
- Protect and advocate for local and global environments
SAS students will be:

**Literate Individuals who...**

- Are multi-lingual
- Articulate communicators in reading, writing, speaking, listening, and through artistic expression
- Can analyze information to create new knowledge and understandings
- Are literate in information and communication technologies
EAGLES: Schoolwide Learner Outcomes (excerpts)

SAS students will be:

**Ethical Human Beings who...**
- Demonstrate citizenship and generosity through community service activities

**Skilled Inquirers who...**
- Apply content knowledge and skills to broader systems
- Strive for academic excellence
- Reason soundly and critically
High achievement of all students based on schoolwide learner outcomes/curricular standards
Assessment of Schoolwide Learner Outcomes (ESLRs) and Core Knowledge

Mark Morrison, Director and Principal, Napa New Technology High School
WASC Accreditation Principle

➢ Use of multiple ways to analyze data about student achievement
The School...

6. Prepares progress report
7. Revises Schoolwide Action Plan as needed
8. Gains consensus of all stakeholders
WASC Accreditation Principles

- Evaluation of ongoing improvement and impact on student learning
- Total involvement/collaboration of all leaders, board members, teachers, staff, students, parents and others
The Follow-Up: After Visit (cont.)

The school...

9. Submits progress report and revised schoolwide action plan to School Site Council/governing authority

10. Submits requested reports/hosts periodic visits from WASC

Note: For 2011–2012, any school granted a 1, 2, or 3 year term will submit a copy of the annual progress report to WASC.
Reviews and Revisits

- Midterm Reviews 6R
- Three-Year Revisits
- Other Revisits (after year one, two, four years)
WASC FOL Accreditation Cycle of Quality (five or six years)

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FOCUS ON STUDENT LEARNING
WASC FOL Accreditation Cycle of Quality

- Self-Study
- Follow-up
- Visit
Focus on Learning: A Powerful Change Process

The Foundation

What do want students to know, understand and be able to do to be prepared now and in the future?

Schoolwide Learner Outcomes = Global Competencies
Focus on Learning: A Powerful Change Process

FOL supports the school as a learning community....

- **School must ensure that all students learn at defined high levels of achievement**
- **All stakeholders must collaborate on defined goals to improve the learning**
- **All stakeholders must focus on results and gather and analyze evidence of student learning**

DuFour and Marzano
“The body of research about effective schools identifies collaboration among educators and professional learning as two characteristics that consistently appear in schools that substantially increase student learning.” (Hayes M., Hord S., Killion J. and Hirsh S.)
Learning Forward’s Professional Learning Standards

1. Learning communities
2. Leadership
3. Resources
4. Data
5. Learning designs
6. Implementation
7. Outcomes
Focus on Learning empowers a school to…

- Change the school culture — modifying systems
- Connect stakeholders with coherent vision, mission and schoolwide learner outcomes
- Invest in staff — training, dialogue, coaching, support
- Involve staff in action focusing on learning and teaching
- Sustain change through showing results and commitment
- Build capacity for the work of learning

Fullan and Reeves
We Are Student Centered
FOCUS ON STUDENT LEARNING

Year 1
Year 2
Year 3
Year 4
Year 5
Year 6